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ABSTRACT

In a discussion of the summer training program for teachers of migrant children in the 120 schools served by Region II of California's Office of Migrant Education, the following elements are included: an evaluation of the 1970 summer school program, a description of the program's organization in terms of staff members' responsibilities, and examples for organization of instruction. Sample daily lessons are presented in the areas of language skills (e.g., visual discrimination of letters and English words, auditory perception, and phonetics), reading, and mathematics; materials for use with each lesson are also included, as are sample tests and mini-courses in writing behavioral objectives. A guide for extended-day activities developed for persons working with migrant children from primary and intermediate grades is also included. This guide contains activities for language development, recreation, and arts and crafts which are "educationally valuable as well as culturally acceptable to migrant youngsters:" the guide also contains an index and a resource bibliography. (NQ)

ED 060975

TRAINING PROGRAM

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CALIFORNIA PLAN
REGION II
MIGRANT EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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REGION II
OFFICE OF MIGRANT EDUCATION

A Component

The California Plan for the Education of Migrant Children

Administered By

State Department of Education
Division of Compensatory Education
Bureau of Community Services
and Migrant Education

RC 006004

Butte County
Superintendent of Schools

Elementary and Secondary
Education Act
Title I
PL 89-750

1971

The objectives of the California Plan for the Education of Migrant Children are based upon the following general statement of needs of migrant children in California:

> "Over 80,000 children of migrant agricultural workers between the ages of 3 and 17 attend schools in approximately 200 school districts in 43 California counties for at least a part of each year. These children from the least affluent segment of American society tend to move frequently, attend school irregularly, and suffer health defects and language handicaps resulting in significantly retarded progress in school. In general their rate of progress is not more than .7 months for each month spent in school. This retardation is cumulative and eventuates in most becoming early school leavers, poorly prepared for economic success or upward social mobility. These problems are of such magnitude and severity that local school districts have been unable to solve them with the resources normally available.

GENERAL INFORMATION

I. STATE OPERATED PROJECT

The Migrant Amendment to the Elementary and Secondary Education Act of 1965, Title I (P.L. 89-750), provides for supplementary educational programs to meet the special educational needs of migratory children of migratory agricultural workers. The Act provides that the state educational agency shall administer the program in accordance with Federal and State regulations, and the entire allocation of funds for operating the program is made to the state educational agency.

The California Plan for the Education of Migrant Children describes the program for the State of California and provides the framework within which educational programs will be carried out. This Plan provides for supplementary compensatory programs and services for the education of migrant children in school districts which have major impactions of migrant children and for certain Statewide and interstate programs affecting migrant children. It is the project which is submitted by the California State Department of Education to the State Board of Education and the U. S. Commissioner of Education for approval.

Unlike regular Title I programs, local school districts do not have an entitlement to funds. Instead, provision is made for local school districts and county superintendents of schools to participate cooperatively with the state educational agency to carry on portions of the Statewide program through a regional organization.

II. REGIONAL ORGANIZATION

The organizational structure for operation of the California Plan for the Education of Migrant Children is based upon the regional concept.

The regional concept recognizes that the State is the operating agency for programs for migrant children, and it is the responsibility of the State Office to involve agencies that will assist in providing such programs. The California Plan requires State level policy determination and coordination, regional level program management, and supervision at the operational level.

It is essentially an administrative and planning concept that requires involvement of all counties in a particular geographic area for planning and implementation purposes regardless of how funds will be allocated. Regional planning requires the involvement of planning or advisory committees having knowledge of all programs affecting migrants which are in operation throughout the region.

The regional concept also includes the idea of a comprehensive program of educational and ancillary services coordinated with the services and activities of all agencies that serve migrant families. The regional approach requires that funds be used to supplement the resources that are already in the region. The criteria for funding components and providing service agreements for school districts will include their commitment to mobilize available resources and to organize cooperative activities throughout the region.

III. LOCATION OF REGIONAL COMPONENTS

Migrant agricultural workers and their families are concentrated in the major crop areas of the state. A regional component to provide educational and ancillary services for migratory children may be designed to include one or several school districts or counties in a large geographical area having high concentrations of migratory children. The state education agency identifies those areas in which projects will be located on a priority basis, grouping districts and counties geographically.

In California, seven major crop areas have been identified as having high concentrations of migrant farm workers and their families. These areas include 43 of California's 58 counties. The following seven areas have the greatest number of migrant workers:

1. San Joaquin Valley
2. Central Coast
3. Sacramento Valley
4. South Coast
5. Desert
6. Northern Coast
7. Tulelake

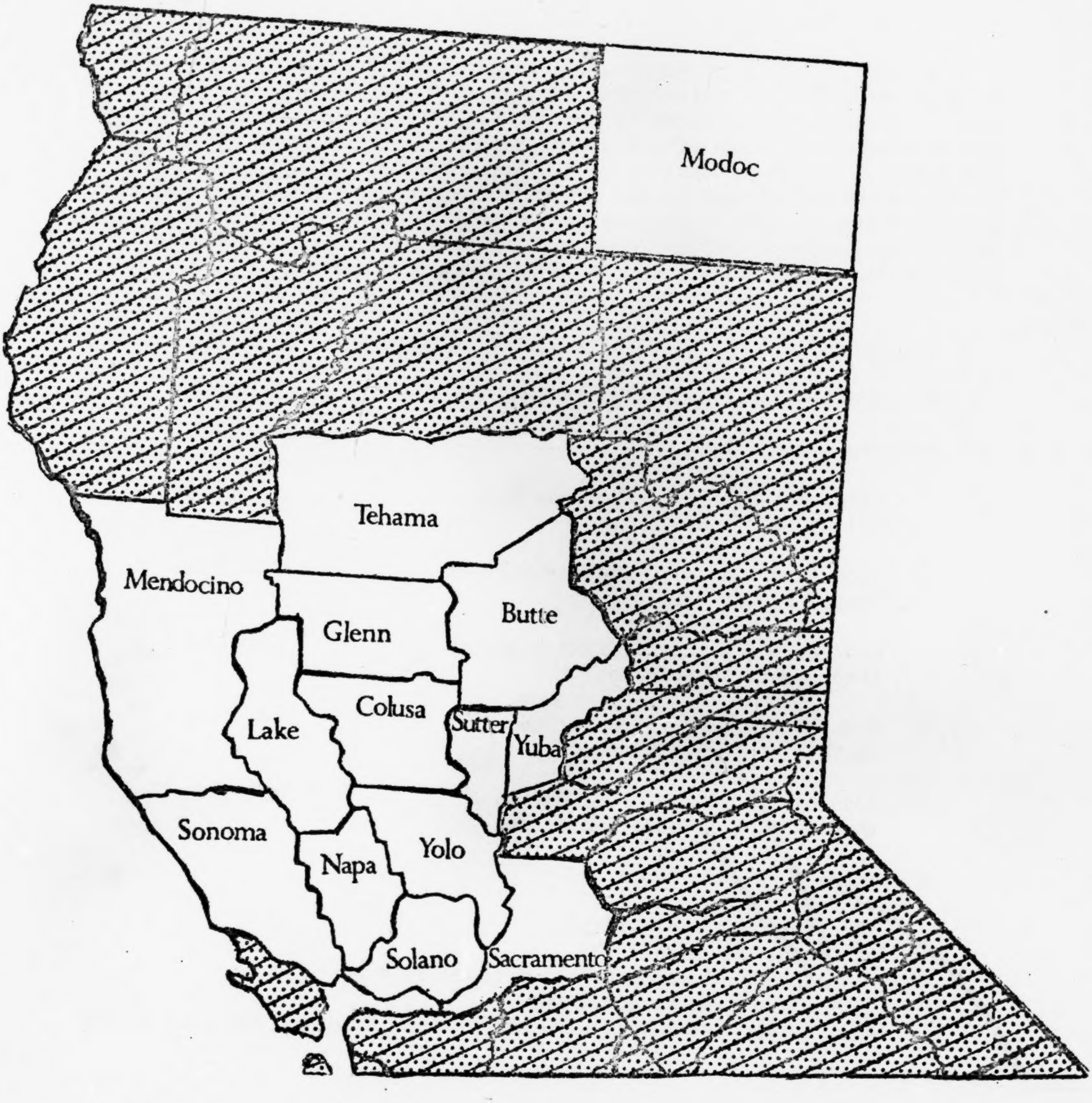
Federal administrative policy lists the following factors to be used in determining priorities for the location of project components:

1. Areas where there are successful ongoing projects.

2. Areas with high concentrations of migrants.

3. Areas having greatest need for programs.

4. Areas with greatest potential for a successful program; i.e., community services available for migrants, supplemental migrant programs sponsored by other agencies, harmonious Title I programs, etc.


Modoc
Tehama
Mendocino
Butte
Glenn
Colusa
Lake
Sutter
Yuba
Sonoma
Yolo
Napa
Solano
Sacramento

REGION II

OFFICE of MIGRANT EDUCATION

Region II Office of Migrant Education covers fourteen counties with an area of 22,801 sq. miles. Our project is designed to provide supplementary educational services to migrant children in this area. There are approximately 2,500 school age migrant children in Region II during the summer. Because a child's health and nutrition influences his ability to learn we work toward the coordination of various agencies that provide these services to migrant children. To assist us in our efforts during the summer we employ the following staff that is available to work with you in regards to the education of migrant children.

Director:	Bill Waroff - Oroville	533-2333
Curriculum Consultant:	Betty Vassar - Oroville	533-2333
Program Assistants:		
- Modules 1 & 2 (Glenn, Butte Co.)	Yolanda Holt	342-1838
- Modules 3 & 4 (Yuba, Sutter Co.)	Velma Gonzalez	743-1855
- Modules 5 & 6 (Sacramento, ½ Yolo Co.)	Frank Ludovina	662-7349
- Modules 7 & 8 (½ Yolo, Colusa, Solano Co.)	Jesse Camacho	662-7349
- Modules 9 & 10 (Napa, Sonoma, Mendocino & Lake Co.)	Gil Martinez	527-2443

Bilingual Paraprofessionals:

75 Instructional Aides
50 Mini-Corpsmen
(Paraprofessionals are assigned on a ratio of 1:20 migrant children)
125 Paraprofessionals x 20 Migrant Children = 2,500 m.c. served

MIGRANT EDUCATION PROGRAM - LINES OF RESPONSIBILITY

Regional Executive Board:

a. To be composed of representatives of county superintendents and local school districts in the region.

b. Responsible to the Bureau of Community Services and Migrant Education and county superintendents for development of policies governing the implementation of the California Plan for the Education of Migrant Children in the region.

c. Advises regional consultant and designated agency county superintendents regarding needs for migrant programs in counties and districts in keeping with overall plan.

d. Regional director will be the executive secretary of the executive board.

Regional Director:

a. Responsible to regional executive board for development and operation of regional component.

b. Responsible to superintendent of designated agency county for fiscal and personnel management of the component.

c. Responsible to regional consultant for coordination of component activities within the California Plan for the Education of Migrant Children.

d. Serves as secretary of executive board and executes its policies.

e. Responsible for negotiation, development, and coordination of all service agreements within the region.

f. Reviews all service agreements in cooperation with regional consultant to insure compliance with the regional component before implementation.

g. Primary responsibility for marshaling all resources of the region to support the regional migrant program.

h. Responsible for following up and bringing about fullest coordination and cooperation between agencies serving migrant families.

Program Assistants:

a. Responsible to regional director for operation of migrant education activities in county or portion of the region as assigned.

b. Responsible for coordination with agencies and organizations that have concern for migrants in accordance with assignment by regional director.

7

Program Assistants (continued)

c. Responsible for working with school staff in implementing instructional programs in local schools of the area to which assigned.

Resource Teacher (Migrant Education, Region II Employee)

Works under the direct supervision of the Program Assistant (Migrant Education, Region II Employee) while in the field and under the direct supervision of the school principal while in the school. Is a co-equal peer of the classroom teacher and is available as a resource to the classroom taecher and the school principal. Arrangements for the services of the resource teacher are to be made by the school principal working directly with the resource teacher.

Instructional Aide (Migrant Education Region II Employee)

Works only with children who are certified as "migrant" by the Community Aide (a Migrant Education, Region II Employeee). Is responsible to and works under the direction of the classroom teacher who is generally responsible for the educational program of the "migrant" child. Renders the following service(s):

1. School hours - (6) 5 instructional, 1 preparatory, case load of 20.
2. Outside school hours - (1½) community

Community Aide (Migrant Education, Region II Employee)

Works under the direct supervision of the Program Assistant (Migrant Education, Region II Employee) while in the field and under the direct supervision of the school principal while in the school. Identifies and certifies children as "migrant". Subsequent to identification and certification may render services in health and/or welfare fields.

Organization for Advisory and Coordinating Activities:

Regional Advisory Committee:

a. Organized by designated agency county superintendent with assistance from the executive board and regional director.

b. To be composed of representatives of county coordinating committees and organizations and agencies in the region that are concerned with migrant families or family members.

c. Responsible for advising the regional executive board and the regional director concerning the unmet needs of migrant families within the region.

d. Advises executive board and regional director of program needs within the region.

e. Assists in the overall evaluation of migrant education programs in the region.

County Coordinating Committee:

a. Organized by county superintendent.

b. To be composed of representatives from agencies and organizations in county that are concerned with migrant families or family members, and to include migrants when possible.

c. Responsible for coordinating the activities of agencies to bring about maximum utilization of facilities in implementing the overall plan for migrant education in the county.

d. Advises county superintendent regarding facilities and services available to migrant families and family members.

District Advisory Committee:

a. Appointed by local school districts.

b. Must include in its membership parents of participating migrant children when possible and persons representing the interests of migrant families.

c. May be the ESEA Title I district advisory committee if migrant parents are included on the committee.

d. Assists school district personnel in assessing needs of migrant children and families in the district.

e. Participates in planning and evaluating activities and services for migrant children within the local school district.

f. Advises school district boards of trustees regarding assessed needs of migrants and the effectiveness of migrant education programs in alleviating those needs.

IDENTIFICATION OF MIGRANT CHILDREN

A migratory child of a migratory agricultural worker is:

> "a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities."

For the purpose of identifying children to be classified as migratory children of migratory agricultural workers, the following definition should be used:

A migratory child of a migratory agricultural worker is defined as:

1. A child whose parent, guardian, or other person having custody, is defined as a migratory agricultural worker; and
2. Who, due to a change in the location of his parents' or guardian's employment, moves from one school district to another in the course of each year; and
3. Whose school attendance during the regular school term is interrupted or curtailed because of this change of residence, or who is a temporary resident of a district other than that in which he regularly attends school.

A migratory agricultural worker is an adult worker who is employed in seasonal agricultural or related food processing occupations, and who is required by the nature and varied locations of his employment to move from place to place for the purpose of engaging in his occupation.

DEVELOPMENT OF MIGRANT EDUCATION COMPONENTS

1. Instructional Activities.

   Instructional activities will place special emphasis on oral and written communication, reading, and mathematics and will include provisions for small group and individual instruction and tutorial services to assist migrant children to attain normal progress rates in all subject areas. All instructional services are to be provided as supplements to regular programs of instruction provided by the public schools for all children.

2. Health and Welfare Services.

   Health and welfare services will be designed to locate, diagnose, and provide treatment for conditions of a physical, emotional, or environmental nature which interfere with the learning processes of migrant children. Insofar as possible, existing community resources will be utilized to provide these services.

3. Pre- and Inservice Education of Personnel.

   Education and training will be provided for professional and non-professional personnel and will be planned to prepare school administrators, teachers, aides, and other personnel to meet the special needs of migrant children. To the extent that it is appropriate, professionals and non-professionals shall be trained together and shall promote the career-ladder concept.

4. Supportive Services.

   Services such as transportation, family liaison, and other services necessary to the success of the programs will be provided.

Since the needs of migrant children vary and local resources for meeting these needs vary between regions and school districts, a variety of approaches and activities should be encouraged to provide activities and services to supplement those programs and services available in the community to meet the varying needs of the children served.

TRAINING PROGRAM
ORGANIZATION

TRAINING PROGRAM

I. Region II

Region II has served migrant children in 120 schools during the 1970-71 school year. In an effort to provide training services for our staff and to the district teachers who work closely with our staff, we encouraged each of the 120 schools to send one representative to the Region II training program.

II. Mini-Corps

In addition, the Mini-Corps Program is designed to train Mini-Corpsmen with district teachers. Each district which will utilize Mini-Corpsmen this summer was urged to send one teacher for every Mini-Corpsmen assigned to their district.

SCHOOLS WITH MIGRANT CHILDREN

1970-71

MODULE I

Princeton Joint Unified

- Codora Elementary
- Princeton Primary
- Princeton Junior-Senior High

Orland Jt. Union Elementary

- Fairview Elementary
- Mill Street Elementary
- Price Intermediate

Orland Joint Union High

- Orland High School

Hamilton Union Elementary

- Hamilton Elementary

Hamilton Union High

- Hamilton Union High

Chico Unified

- Chapman Elementary
- Hooker Oak Elementary
- Nord Elementary
- Rosedale Elementary
- Chico Junior High
- Chico Senior High

MODULE 2

Biggs Unified

Biggs Elementary

Gridley Union Elementary

McKinley Elementary
Sycamore Elementary
Wilson Elementary

Gridley Union High

Gridley High

Manzanita Elementary

Manzanita Elementary

Palermo Union Elementary

Helen M. Wilcox Elementary
Palermo Elementary

MODULE 3

Marysville Joint Unified

Alicia Intermediate
Arboga Elementary
Cedar Lane Elementary
Cordua Elementary
Linda Elementary
Mary Covillaud Elementary
Olivehurst Elementary
Walter Kynoch Elementary
McKenney Intermediate
Yuba Gardens Intermediate

Plumas Elementary

Plumas Elementary

Browns Elementary

Browns Elementary

Marcum-Illinois Elementary

Marcum- Illinois Elementary

MODULE 4

Live Oak Unified

Encinal Elementary
Live Oak Elementary
Luther Elementary
Live Oak High School

Yuba City Unified

April Lane Elementary
Barry Elementary
Bridge Street Elementary
Central-Gaither Elementary
Gray Avenue Elementary
King Avenue Elementary
Lincoln Elementary
Lincrest Elementary
Park Avenue Elementary
Tierra Buena Elementary
Yuba City High

MODULE 5

Davis Joint Unified

Birch Lane Elementary
Pioneer Elementary
Valley Oak Elementary
West Davis Intermediate
Davis Senior High
Emerson Junior High

Woodland Joint Unified

Beamer Elementary
Cacheville Elementary
Dingle Elementary
Freeman Elementary
Gibson Elementary
Grafton Elementary
Laugenour Elementary
Lee Senior Elementary
Plainfield Elementary
Rhoda Maxwell Elementary
T. L. Whitehead Elementary
Willow Spring Elementary
Woodland High School

MODULE 6

Dixon Unified

C. A. Jacobs Intermediate
East Dixon Elementary
West Dixon Elementary
Dixon High

River Delta Joint Unified

Bates Elementary
Clarksburg Elementary
Isleton Elementary
Jean Harvie Primary
Riverview Elementary
Walnut Grove Elementary
White Elementary
Delta High
Rio Vista High

MODULE 7

Colusa Unified

Colusa Elementary
Colusa High
Colusa Junior High

Pierce Joint Unified

Arbuckle Elementary
Grand Island Elementary

Williams Unified

Williams Elementary
Williams High
Williams Junior High

MODULE 8

Esparto Unified

Esparto Elementary
Esparto High

Fairfield-Suisun Joint Unified

K. I. Jones Elementary
Suisun Valley Elementary

MODULE 8 (continued)

Vacaville Unified

Elm Elementary

Winters Joint Unified

Waggoner Elementary
Winters Elementary
Wolfskill Elementary

MODULE 9

Alexander Valley Union Elementary

Alexander Valley Elementary

Oak Grove Union Elementary

Willowside Elementary
Oak Grove Elementary

St. Helena Unified

Robert Louis Stevenson Intermediate
St. Helena Elementary
St. Helena Senior High

Windsor Union Elementary

Starr Elementary
Windsor Elementary

MODULE 10

Healdsburg Union Elementary

Fitch Mountain Elementary
Healdsburg Elementary

Healdsburg Union High

Healdsburg High
Healdsburg Junior High

Ukiah Unified

Calpella Elementary
Hopland Elementary
Frank Zeek Elementary

MODULE 10 (continued)

Ukiah Unified (continued)

Nokomis Elementary
Redwood Valley Elementary
River Elementary
Pomolita Junior High
Ukiah High

Westside Union Elementary

Westside Elementary

SUMMER SCHOOL EVALUATION

1970

Evaluation of last year's summer programs pointed out the following areas concern:

1. Migrant children's parents leave the family at approximately 4:30 a.m. These children are unsupervised until the school assumes the responsibility somewhere around 8:00 a.m. Parents do not usually return before 4:30 p.m. There is an urgent need for supervision of these children in the absence of the parents.

2. Many agencies are concerned with the improvement of education for migrant children (Local School Districts, ESEA Program, Migrant Education, Mini-Corps, N.Y.C. and various local volunteer groups).
   There is a need to coordinate all resources in order to improve services as well as to avoid confusion and duplication of efforts.

3. Because of the warm weather that exists during the summer months in Northern California, many afternoon or extended day programs took on an air of just baby sitting services. Because the migrant child has so many educational needs there is a need to design meaningful extended day programs.

4. Because of the cost of operating Summer School programs and the limitation of funds, efforts should be made to look at new ways of organizing programs in light of cost effectiveness.

ENROLLMENT STATISTICS

(Migrant Children)

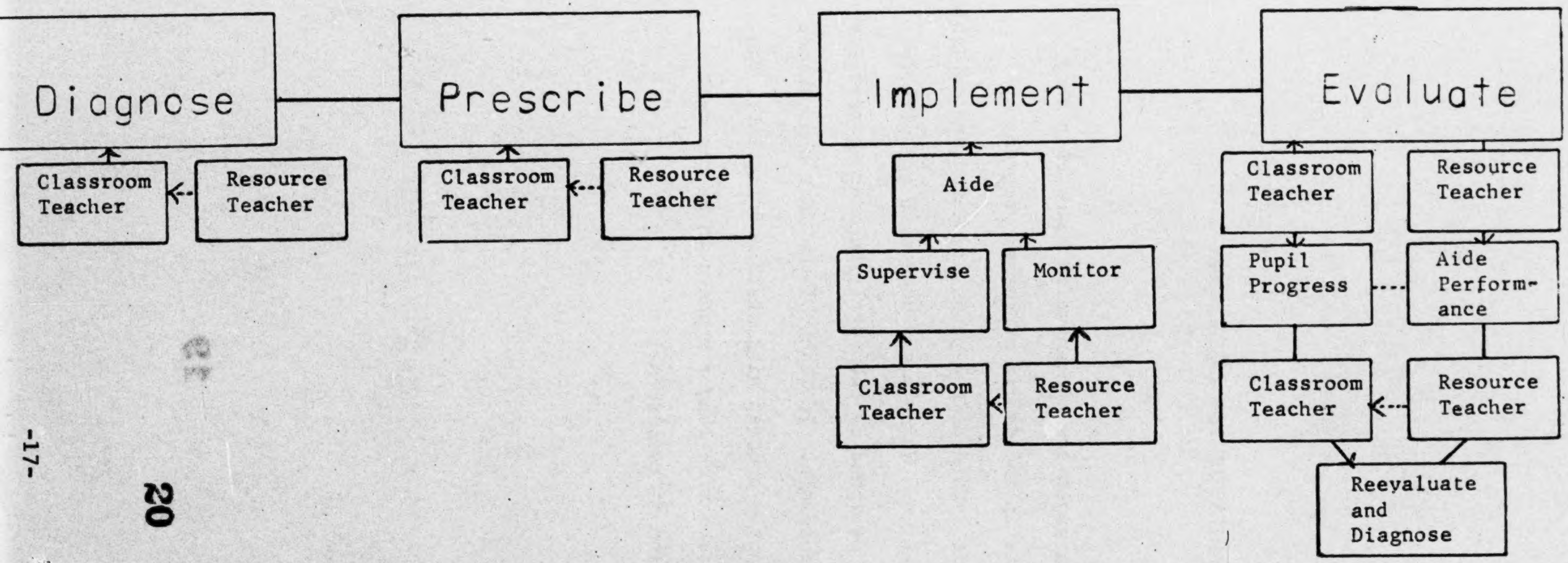
DISTRICT	ACTUAL PEAK 1970	PROJECTED PEAK 1971	SUGGESTED DEPLOYMENT OF REGION II PARAPROFESSIONALS			TRAINING SLOTS	
			INSTR. AIDES	MINI-CORPS	PARAPROF. PUPIL RATIO	REGION II 1:1 Sch.	M.CORPS 1:1 Tea.
MODULE I							
Chico	35	40	2	1	1:13	6	1
Hamilton Elem.	62	60	3	1	1:15	1	1
Hamilton High	25	25	?	0	?	1	0
Orland	—	60	3	1	1:15	3	1
MODULE II							
Gridley	178	80	5	2	1:11 *	4	2
Palermo	19	40	3	0	1:13	2	0
MODULE III							
Marysville	90	140	7	3	1:14	10	3
MODULE IV							
Yuba City	80	120	7	4	1:11 *	11	4
MODULE V							
Woodland	135	150	5	6	1:14	13	6
Davis	125	140	4	9	1:11 *	6	9
MODULE VI							
Dixon	70	90	3	5	1:11 *	4	5
River Delta	180	175	5	7	1:14	9	7
MODULE VII							
Williams	56	100	6	3	1:11 *	2	3
MODULE VIII							
Esparto	77	100	4	5	1:11 *	2	5
Fairfield	27	30	1	1	1:15	2	1
Winters	56	60	2	2	1:15	3	2
MODULE IX							
No Summer Programs. Instructional Aides Assigned to Module 10.							
MODULE X							
Healdsburg Elm.	74	100	7	0	1:15	2	0
Healdsburg High	30	50	4	0	1:12	1	0
Ukiah	24	25	2	0	1:12	8	0
Geyserville	—	40	3	0	1:13	1	0

* Mini-Corpsmen's assignment to district in proximity to flash peak housing reduce Instructor/pupil ratio.

ORGANIZATION FOR INSTRUCTION

The succeeding pages are presented in hopes that they may act as catalysts in the design of summer programs by summer school staffs. None of the plans presented are suitable for any given situation. We strongly urge that any plan for summer programs be designed by the total staff or as representative a group as possible. In light of the fact that summer programs are abundantly endowed with staff and facility, the self contained classroom no longer appears to be the most effective utilization of resources.

TASK/RESPONSIBILITY CHART


Diagnose
Classroom Teacher
Resource Teacher
Prescribe
Classroom Teacher
Resource Teacher
Implement
Aide
Supervise
Monitor
Classroom Teacher
Resource Teacher
Evaluate
Classroom Teacher
Resource Teacher
Pupil Progress
Aide Performance
Classroom Teacher
Resource Teacher
Reeyaluate and Diagnose

ARTICLE 1.6 INSTRUCTIONAL AIDES

E.C. 13599.4 The teacher shall retain his responsibility for the instruction and supervision of the pupils in his charge.

TEACHERS, AIDES, AND EDUCATIONAL PRESCRIPTIONS

The Migrant Education Instructional Aide is dependent upon the direction given her by the classroom teacher. The Instructional Aide is not trained to make the curriculum/instruction decisions which are called for to enable her to work in an independent situation. Therefore, the aide must be an extension of the classroom teacher and the professional decisions which the classroom teacher has made.

In order to initiate the Aide's working with a child, the classroom teacher must provide an educational prescription. This prescription, is in turn, dependent upon an educational diagnosis being performed by the classroom teacher, or the teacher in cooperation with support personnel (i.e. Migrant Education Resource Teacher).

The following is suggested with the hope that the teacher/Aide instructional relationship can become an even more effective force.

What are the characteristics of an effective prescription?

1. The prescription has been derived from an informal or formal diagnosis.
2. The prescription contains a limited number of major concepts to be learned (preferably one).
3. The prescription suggests the method/means and material to be employed in the instruction.
4. The prescription is one that can be culminated in a short period of time.
5. The prescription contains a short (2-3 minutes) evaluation to inform the child, aide and teacher of their achievement.

Examples of good prescriptions:

1. Teach the children how to subtract zero from a whole number using flash cards and counting sticks - evaluation:

    After X minutes of instruction, given five (5) problems where zero is subtracted from a whole number, the child will do four of the five correctly.

2. Teach the child to discriminate by auditory means between the initial "th" sound as in "thin" and the initial "t" sound as in "tin". Evaluation:

   Given a set of five (5) matched words (minimal pairs) with the initial "t" and "th" sounds; the child will correctly identify with a non-verbal response the initial sound correctly nine (9) out of ten (10) times.

3. Drill the child on sentences (pattern drills) stressing the use of "have" and "has". Evaluation:

   Given five (5) patterns the child will supply the correct form of the verb five (5) out of five (5) times.

Examples of "not so good prescriptions":

1. "teach the child his time tables"
2. "help the child with his reading"
3. "listen to the child read"
4. "drill the child on his spelling"
5. "do your thing"

DEFINITION OF TERMS

Small Group/Large Group Instruction - A manner of deploying instructors and students in order to attain a smaller ratio of students to instructors with one segment of the student population, while increasing the student to instructor ratio with another segment of the student population.

Modular Scheduling (time) - Alloting variable blocks of time for instruction which correlate with the type of activity.

Stations - A means by which students move from area to area to engage in different learning activities.

Individualized Learning Stations - Movement by students in varying groups to selected learning activities determined by individual diagnosis.

Cooperative Teaching - Instructors exercising responsibility in teaching various parts of the curriculum and varying groups of children - a deemphasis upon curriculum specialization and the "static herd" approach to the grouping of children.

Cooperative Planning - A corollary to cooperative teaching-instructors cooperatively exercising responsibility for planning a broad spectrum of the curriculum for varying groups of children.

Disability Grouping - An attitude expressed by the determination of the basic academic tasks which the learner can not perform and the prescribing of learning activities which are prerequisites to the traditional academic tasks. (i.e. perceptual training, native language development, seriation exercises, motor development, number concept, etc.)

"Flux" - A catchall word denoting (1) Mobility of individual children to move from one group to another as the child's needs change, (2) Mobility of curriculum - parts of the curriculum are extinguished as other parts are generated.

ASSUMPTIONS (Generalizations)

1. Students adapt more easily to change than do their teachers.

2. Discipline problems decrease when 1) the opportunity for movement is granted, 2) learning activities are short in duration and fast paced, 3) the learner feels successful.

3. Paraprofessionals can perform the technical aspect of instruction when given direction and experience.

4. Short term objectives are more easily derived in short instructional periods (20 minutes).

5. A structure which provides (forces?) professional interaction produces a better product.

6. Classroom walls are not conducive to good educational practices.

7. Specialization in curriculum and being exposed to a limited number of children is not conducive to the development of an attitude which makes a teacher responsible for the total curriculum or the total child.

8. Teachers have "needs" to explore new curriculum areas and different age group children.

ORGANIZATION FOR
SUMMER SCHOOL INSTRUCTION
(EXAMPLES)

BASIC AIDE DISTRICT

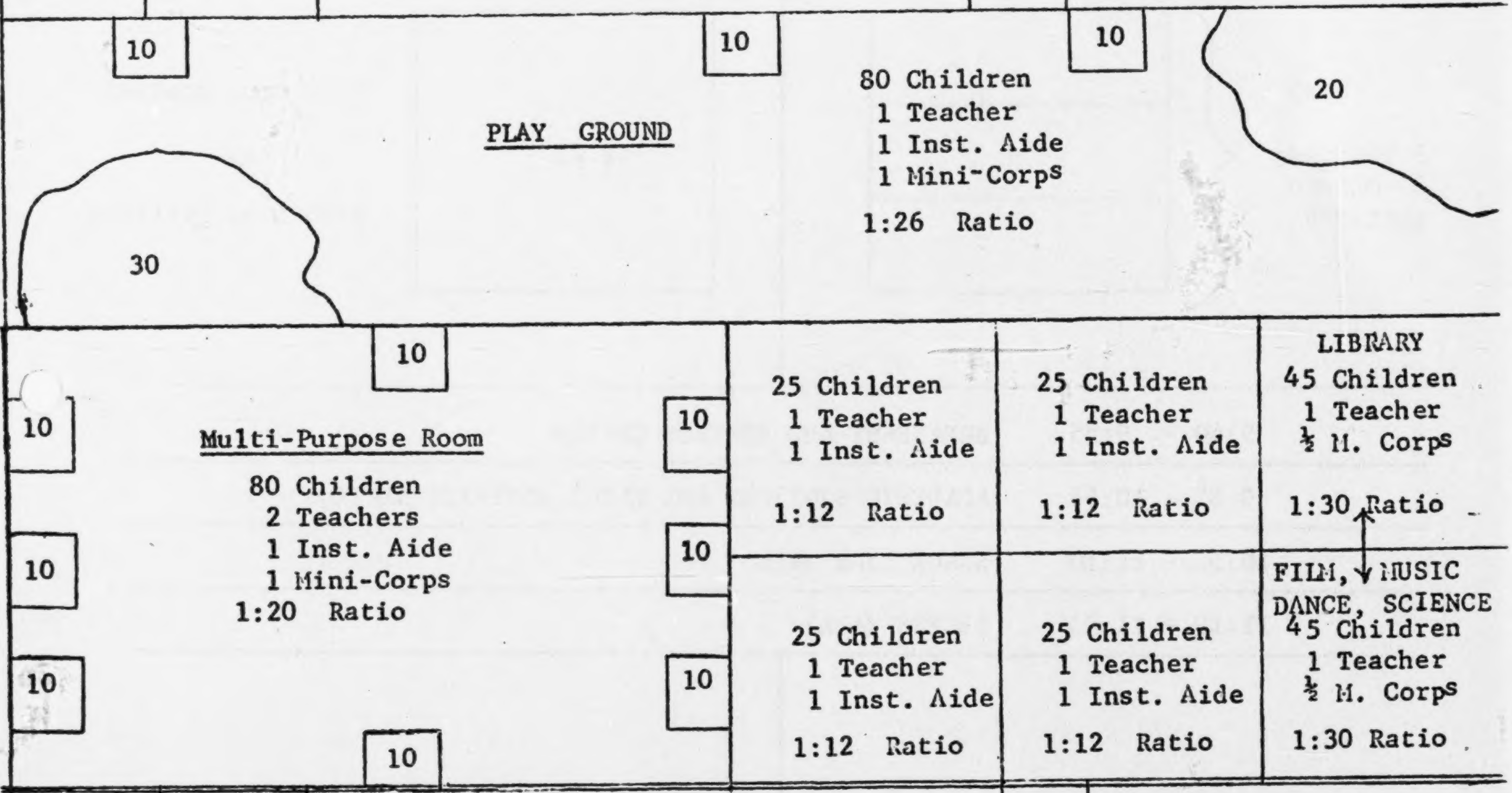
HAPPY TOWN ELEMENTARY

(Near Migrant Labor Camp)

½	CC	4 Hrs.
6	IA	8 Hrs.
3	MC	8+ Hrs.
1	VP	8 Hrs.
7	Tea.	4 Hrs.
¼	Princ.	2 Hrs.

100	Migrant Children
250	Resident Children
350	Total

TIME	# OF CHILDREN	ACTIVITY	Ratio	STAFF ALLOCATION
6:00	100	Wake up at Camp. Bus Transportation	1:33	3 Mini-Corps
7:00	100	Breakfast	1:25	3 Mini-Corps + 1 IA
7:30	350	Outdoor Activity	1:22	All Staff on Board
8:00	350	Instructional Program	1:22	All staff



PLAY GROUND

80 Children
1 Teacher
1 Inst. Aide
1 Mini-Corps
1:26 Ratio

Multi-Purpose Room

80 Children
2 Teachers
1 Inst. Aide
1 Mini-Corps
1:20 Ratio

25 Children
1 Teacher
1 Inst. Aide
1:12 Ratio

25 Children
1 Teacher
1 Inst. Aide
1:12 Ratio

LIBRARY
45 Children
1 Teacher
½ M. Corps
1:30 Ratio

25 Children
1 Teacher
1 Inst. Aide
1:12 Ratio

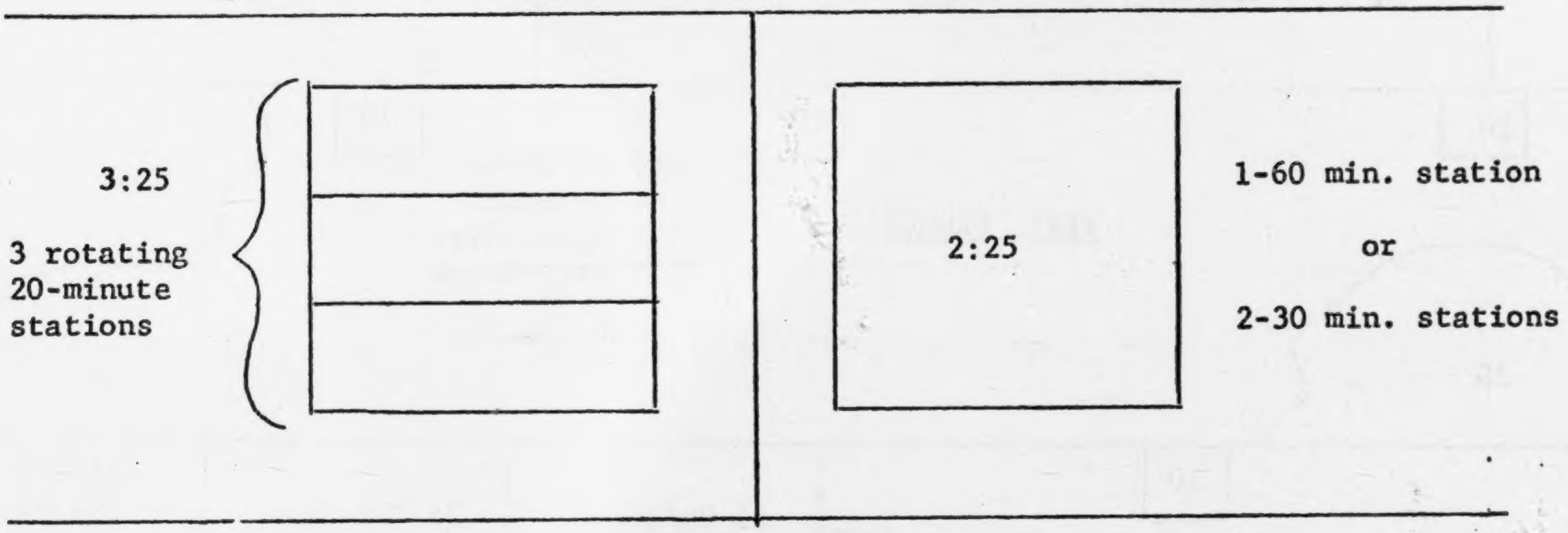
25 Children
1 Teacher
1 Inst. Aide
1:12 Ratio

FILM, MUSIC
DANCE, SCIENCE
45 Children
1 Teacher
½ M. Corps
1:30 Ratio

12:00	100	Lunch and rest Resting area for primary children Quiet activities for older children		1 VP, 6 Inst. Aide (3 IA on duty) (3 IA at lunch) 1:33 Ratio
1:30	100	Meaningful, small group, learning experiences Recreational activities are often the best learning experiences if well planned.		1 VP, IA 3 Mini-Corps
4:00/ 5:00	100	Transportation home		

ENROLLMENT: 50
STAFF: 5
TIME: 250 MIN.
LEVEL: PRIMARY
INTERMEDIATE

K - 3	4 - 8
8:00 - 8:30	BREAKFAST (ALL)
8:30 - 8:40	ROLL CALL AND REPORT TO FIRST STATION
8:40 - 9:40	ACADEMIC STATIONS AND LARGE ACTIVITY STATION


3:25
3 rotating 20-minute stations
2:25
1-60 min. station
or
2-30 min. stations

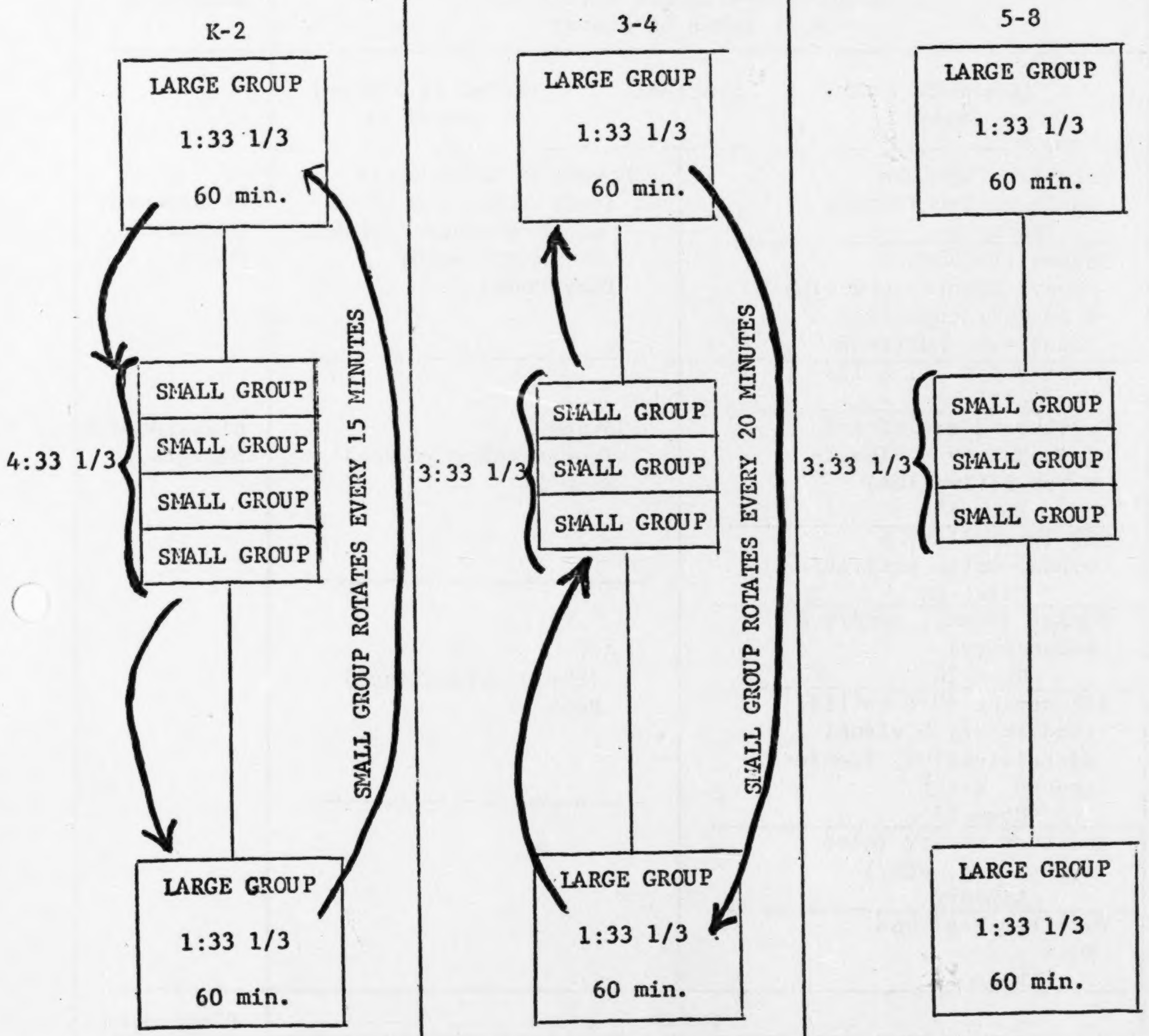
9:40 - 9:55	BREAKFAST AND STATION CHANGE
9:55 - 10:55	ACADEMIC STATIONS AND LARGE ACTIVITY STATION
10:55 - 11:10	SNACK TIME (ALL)
11:10 - 11:25	RECESS (ALL)

11:25 - 12:00

COMBINED LARGE GROUP

(ALL)

ENROLLMENT: 300
STAFF: 16
CYCLE TIME: 180 minutes
LEVEL: LOWER PRIMARY
UPPER PRIMARY
INTERMEDIATE


K-2
LARGE GROUP
1:33 1/3
60 min.
4:33 1/3
SMALL GROUP
SMALL GROUP
SMALL GROUP
SMALL GROUP
LARGE GROUP
1:33 1/3
60 min.
SMALL GROUP ROTATES EVERY 15 MINUTES
3-4
LARGE GROUP
1:33 1/3
60 min.
3:33 1/3
SMALL GROUP
SMALL GROUP
SMALL GROUP
LARGE GROUP
1:33 1/3
60 min.
SMALL GROUP ROTATES EVERY 20 MINUTES
5-8
LARGE GROUP
1:33 1/3
60 min.
3:33 1/3
SMALL GROUP
SMALL GROUP
SMALL GROUP
LARGE GROUP
1:33 1/3
60 min.

DAILY SCHEDULE PRIMARY CLASSES

TIME	ACTIVITY		PLACE
8:00	Breakfast supplement		Outside
8:20	Concept development activities (Roll taken by aides)		Homerooms
8:35 Three 20-minute stations	(academic staff) Group I	Stations (aides in charge) Group II	
	Bereiter Engleman Language Development Room 14	Movement Exploration (each class comprised of three color groups, 25-30 children) Playground	Classrooms, Library & Multi
	Cuisenaire Rods & Money (colors, counting & money recognition & counting) Multi-SE		
	Peabody Kit. (I & II) Multi-NE		
	Chalkboard activities (vocabulary & visual-motor activities) Room 15	Movies (three color groups) Room 11	Classrooms & playground
	TRY (vocabulary & visual-motor activities Multi-SW		
	Detect (Visual memory & vocabulary) Room 16	Art (three colorgroups) Room 12	
	Filmstrips (V-P skills) (Vocabulary & visual discrimination, figure-ground, etc.) Room 13		
	Auditory memory (also sequencing, etc.) Library		
	Bereiter Engleman Math Room 17		
9:35	Break		Playground
9:40	Stations Group I (see above schedule)	Group II	(see above)
10:40	Recess		Playground
10:50	Story or Concept Development Activity		Homerooms
11:15	Singing (all classes combined)		Multi
11:45	Dismissal		
12:00	Wash-up		

TERMINOLOGY IS IMPORTANT

It is suggested that use of generic terms such as Math, Reading, Language, English as a Second Language, and so on, be avoided.

In applying a descriptive word to a station or period of the day endeavor to specify the objective of the learning activity.

-Math/Arithemetic-

Carrying
Borrowing
Counting
Addition
Additive Subtraction
Subtractive Division
Place Value
Base Five
Measuring
Etc.

-Reading-

Comprehension
Figures of Speech
Short Vowel Sounds
Names of Letters
Blends
Digraphs
Sound Clusters
Blending
Etc.

-Perceptual Training-

Auditory Discrimination
Auditory Memory
Visual Discrimination
Visual Memory
Auditory Sequence
Etc.

-E.S.L./Language-

Pronouns
Position Words
Colors
Counting
Verbs
Interrogatives
Polars - Opposites
Negatives
Classifying
Etc.

-Physical Education-

Balance Beam
Directionality
Laterality
Hand/Eye
Rhythm
Dancing
Body Localization
Etc.

COMMENTS ON THE IMPLEMENTATION OF STATION PROGRAMS

1. Each child (primary) should be tagged with a "color-coded itinerary". This may mean as many as five colors. The first would denote his homeroom, the next three his stations and the last, his large group activity.

2. Each station site should be marked with its color. A sheet of colored construction paper works well.

3. Ideally all children who are to attend the summer program will be assessed at the end of the regular school year with objective tests which will pin point specific needs of children. If this is done, curriculum planning can be done based upon pre-determined needs rather than upon assumptions.

4. If the determination of needs can not be accomplished during the regular school year, summer school staffs should not feel hesitant about devoting as much as one week to assessment. The alternatives may be the possibility of making the entire six weeks an "aimless journey" for the school staff and the children.

MONDAY

R 20-71

SUMMARY SHEET FOR READING SKILLS SURVEY

Name ____________ Date ____________

Grade ____________ Room ____________

Instructional Level ____________

Test Name	Norm	Childs Score	
Direct Matching of Letters	Less than 20 Correct-Study non-letter forms		Visual Discrimination Sequence
Upper case	20		
Lower case	20		
Visual Discrimination of Letters Shown			
Upper case	24		
Lower case	24		
Relating Upper to Lower Case Letters	40		
Visual Discrimination of Words	25 28		
Visual Memory of Words	15 18 24		
Ability to Recognize Letters Named	(UC) 17		Auditory Discrimination Sequence
	(LC) 13		
Ability to Recognize Consonant Sounds	12 18		
Ability to Print Letters Named	(UC) 26		
	(LC) 26		
Ability to Recognize Phonetic Elements	30		
Ability to Print Phonetic Elements	35		
Primary Phonetic Spelling Test	15		
Intermediate Phonetic Spelling Test	15 16 18		
Ability to Name Letters Shown			Individual Test Sequence
Learning Rate Test			
Phonetic Production Inventory			
Ability Level Tests			
Listening Comprehension Test			
Oral Reading Test			

Notes:

DIRECT MATCHING OF LETTERS

Instructions for R1A-71-R2A-71

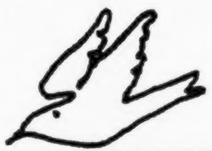
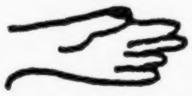
Explanation Direct matching of letters is the basic skill of visual discrimination. Noting likenesses and differences among letters by direct comparison methods is essential to beginning word recognition instruction. Grades 1 & 2

Materials Pupils: Test Forms R1A-71 and R2A-71

Directions Prior to the administration of this test, the teacher must, if necessary, instruct the pupils in marking a line through a symbol. In addition, the meaning of the terms "little box" and a "big box" must be explained.

All pupils should be within immediate reaching distance of the teacher to assist individual pupils in following directions.

Before passing out Test Form R1A-71 the teacher should demonstrate the procedures by chalkboard exercise. The student should be reminded that the picture on each "little box" is to direct his attention to the specific item being tested.

Sample Item #1	O		D H O T
Sample Item #2	X		R X J F

Teacher: "Today we are going to play a game with some big boxes and some little boxes. I want you to listen carefully so that you can win this game. Watch how we play. I am going to place my finger on the bird. (Teacher demonstrates) In the little box, look carefully at the letter. (Pause two seconds) In the big box, I am going to mark that letter." (Teacher demonstrates)

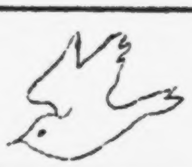
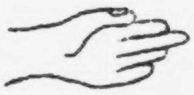
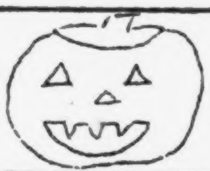
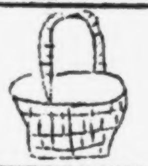
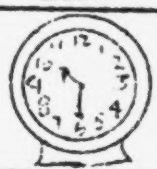
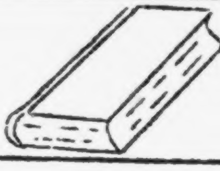
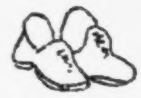
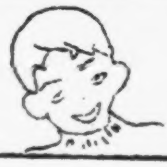
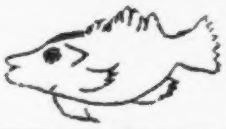
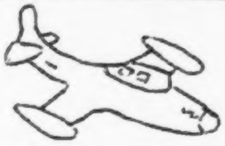
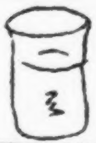
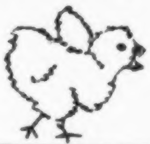
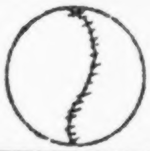
Repeat the directions for sample item two. Distribute Test Form R1A-71. Upper Case Letters to the Pupils and proceed as in Sample Items.

Teacher will name the stimulus picture, tell pupils to look carefully at the letter in the little box, then direct them to mark that same letter in the big box.

Note: Use the same above instructions for matching of lower case letters on Form R2A-71.

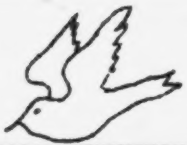
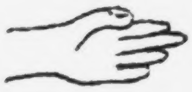
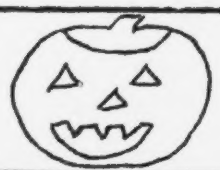
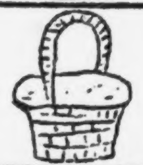
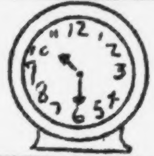
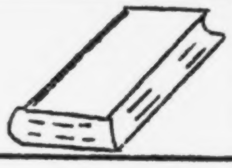
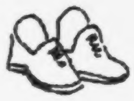
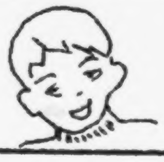
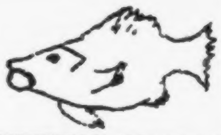
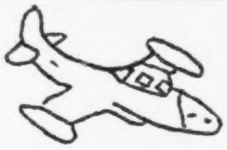
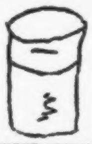
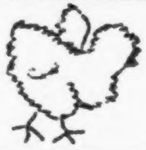
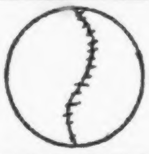
Scoring If a pupil successfully completes this test (26 correct on each form), go on to Form R2A-71. If the pupil scores below 20 items correct, the pupil needs practice in visual discrimination of non-letter forms. Refer to prescriptive materials Form R201-71-R212-71. Scores obtained in this test should be entered on the Summary Sheet, R20-71.

Credits: Manning-University of Minnesota

O			D	H	O	T
X			R	X	J	F
A			L	Y	A	E
B			D	C	S	B
T			T	V	P	W
C			C	Z	S	U
L			F	L	H	I
R			P	E	X	R
I			L	Y	I	F
S			O	S	N	E
P			P	O	B	U
N			B	Z	I	N
F			A	F	R	B

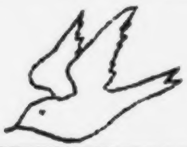
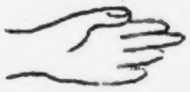
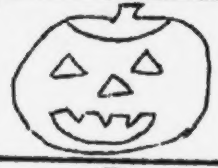
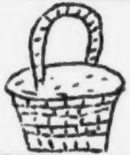
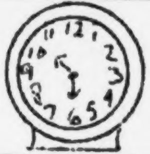
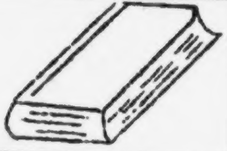
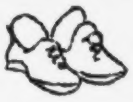
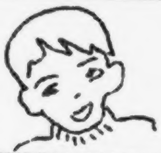
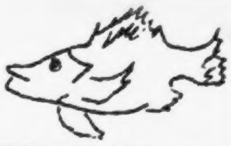
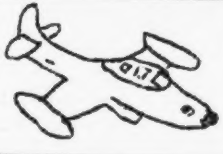
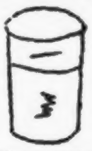
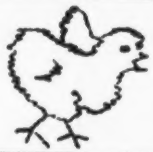
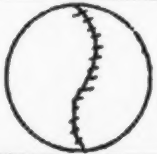
LETTER TESTS: DIRECT MATCHING, IDENTIFYING LETTERS SHOWN, IDENTIFYING LETTERS NAMED
(Cut along dashes when using as Letters Shown-Letters Named Tests)

Pupil's Name ______________________________

E 		E	K	O	M
H 		V	H	L	B
D 		T	G	C	D
M 		E	W	T	M
K 		K	B	V	L
Z 		F	N	G	Z
J 		X	J	P	U
Y 		Y	C	R	A
W 		N	W	D	L
G 		G	Y	A	Q
Q 		C	J	Q	T
U 		G	V	M	U
V 		V	W	K	Y

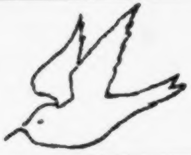
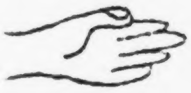
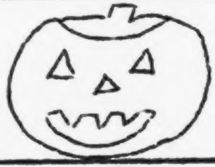
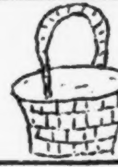
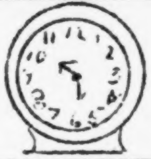
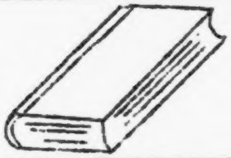
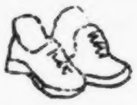
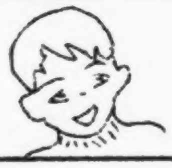
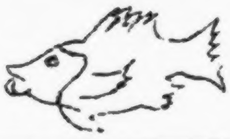
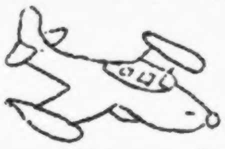
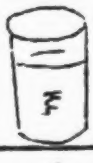
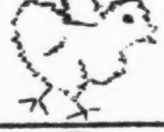
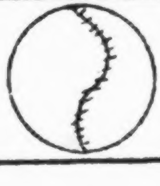
Pupil's Name______________________________

R 2A-71
page 1

o			d	m	o	t
x			x	j	t	v
s			s	y	a	b
c			d	c	r	p
i			u	t	p	i
p			c	x	p	u
t			f	t	h	o
m			h	g	m	e
k			l	f	k	y
z			z	o	n	p
e			p	e	b	c
w			b	o	w	z
r			i	r	f	b

LETTER TESTS: DIRECT MATCHING, IDENTIFYING LETTERS SHOWN, IDENTIFYING LETTERS NAMED
(Cut along dashes when using as Letters Shown, Letters Named Tests)

Pupil's Name______________________________

j			k	m	j	e
y			l	y	n	v
f			g	c	x	f
n			e	w	n	p
a			a	k	v	b
h			f	j	h	s
v			j	w	v	r
u			y	u	l	a
b			f	n	w	b
d			o	d	s	y
l			l	o	q	t
g			u	m	g	h
q		37	v	q	n	o

R 200-71

Prescriptive Materials for the test, "Direct Matching of Letters." (Form R1-71) The following procedures are to be followed when students have less than 20 items correct on Test Form R1-71.

1. If the pupil fails the test on Direct Matching of Letters (R1-71) return to practice of shapes, non-letter forms, likenesses and differences. (R201-71 through R205-71).
2. Upon completion of R205-71 begin matching of letters (R207-71 through R212-71)

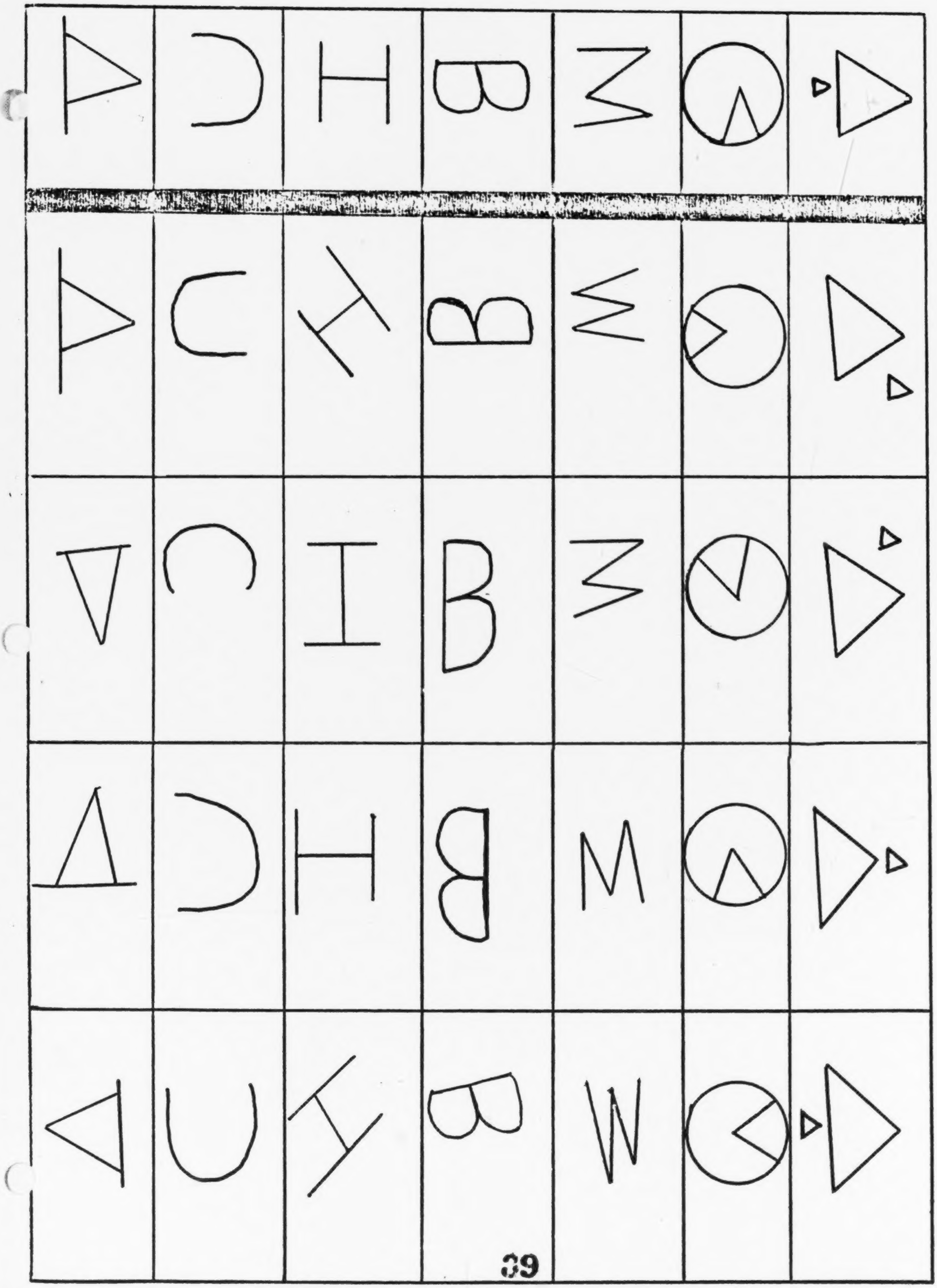
Prescriptive Instructions for Forms R201-71 through R212-71.

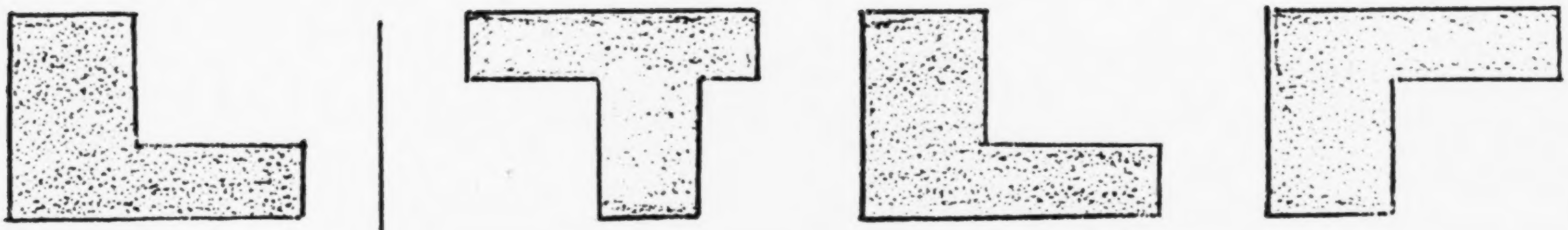
R201-71-R205-71: Match the stimulus item in column one with a like response item in one of the other columns.

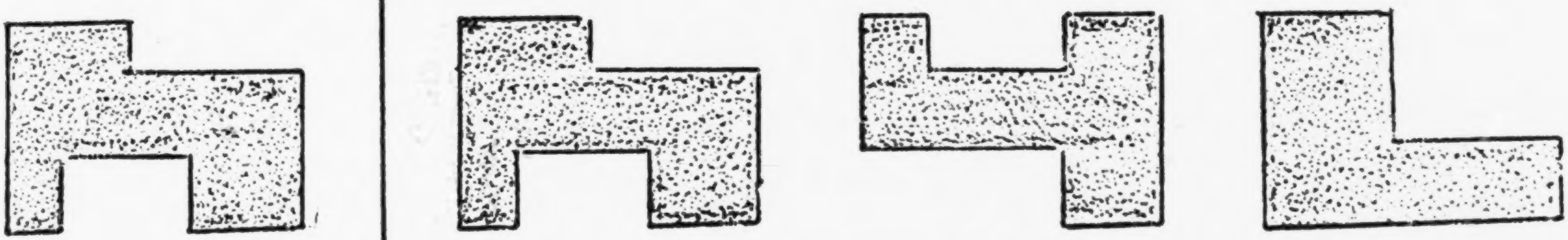
R207-71-R208-71: Match the stimulus letter in column one with a like response letter in one of the other columns.

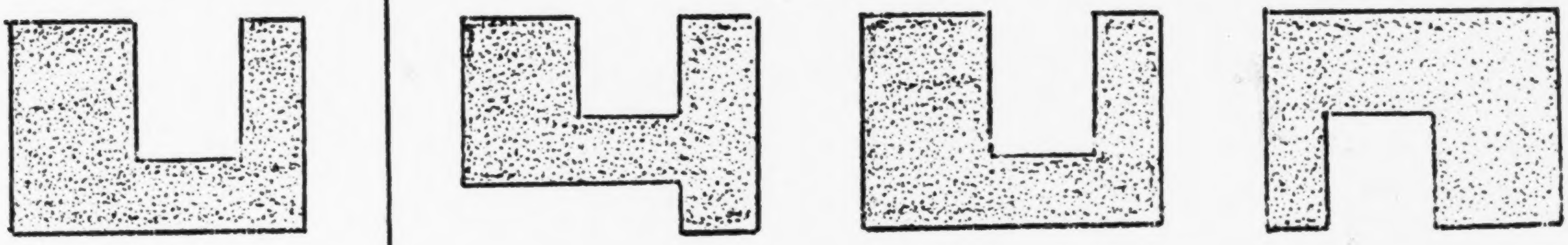
R209-71-R210-71: Underline the sets of alike letters that are the same.

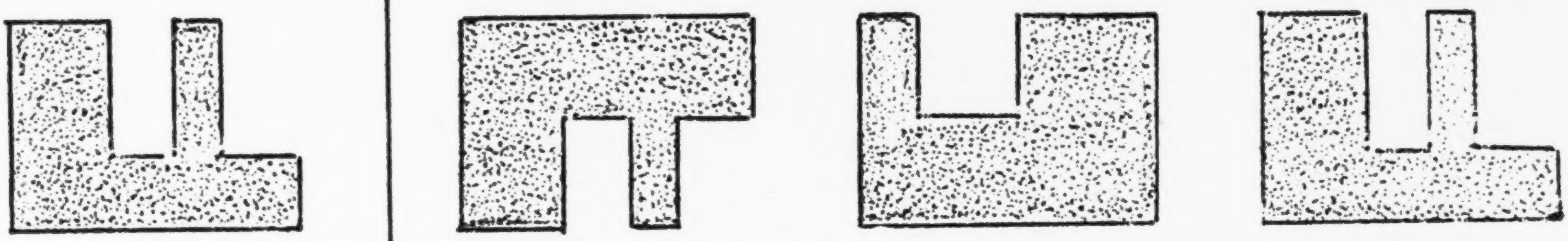
R211-71-R212-71: Underline the response letter that is the same as the stimulus letter.

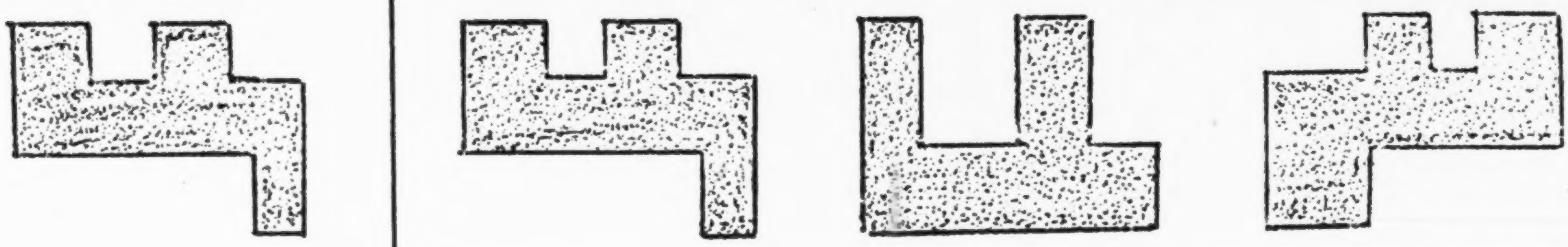


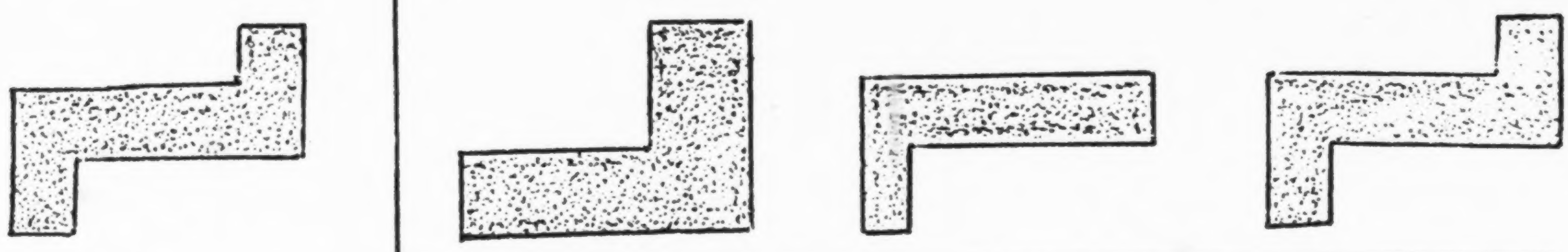


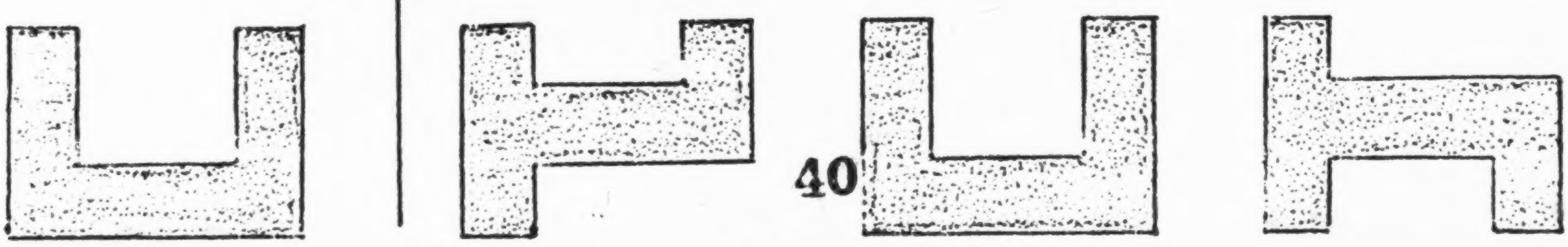




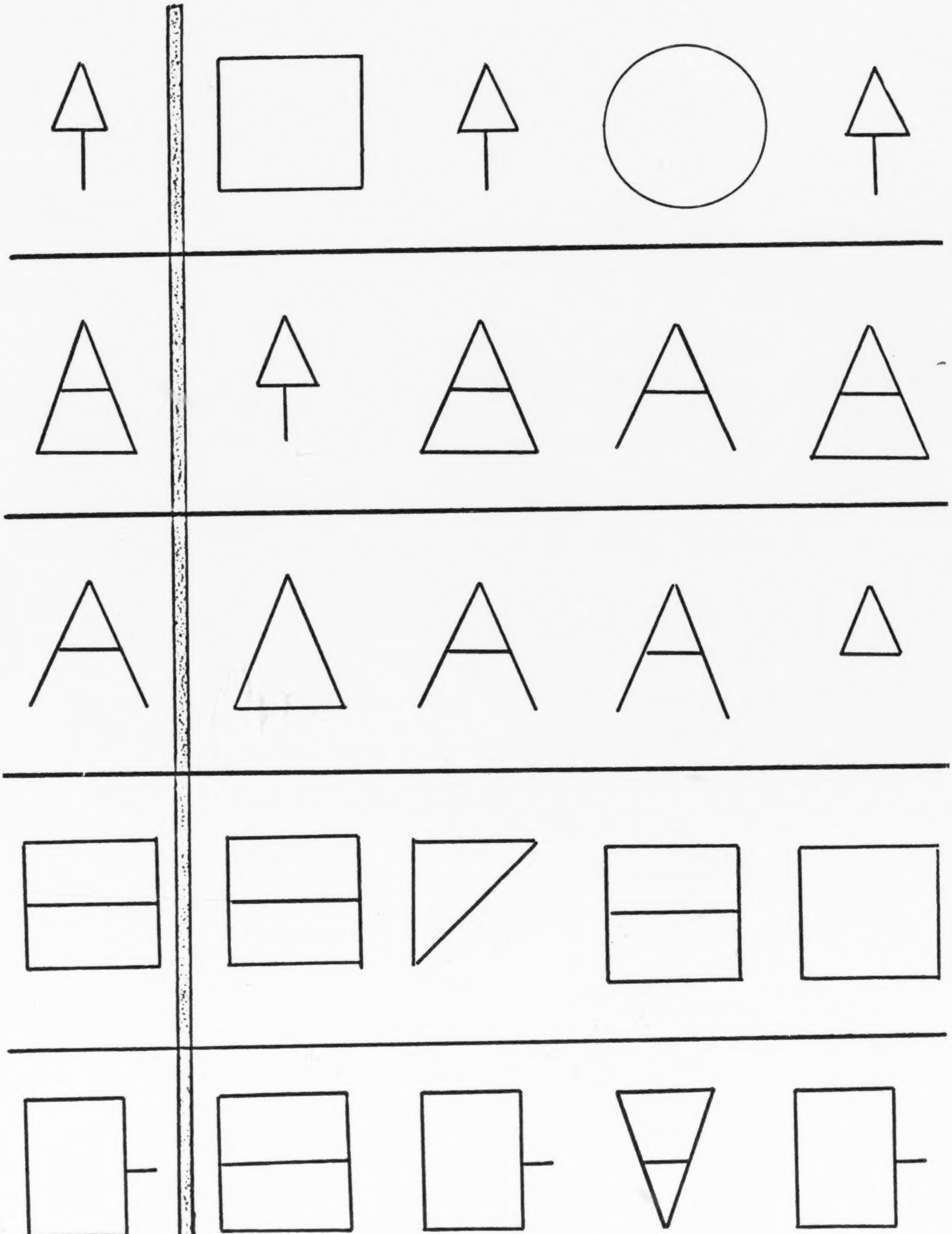






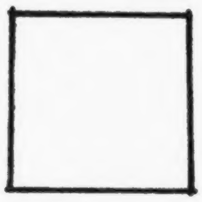
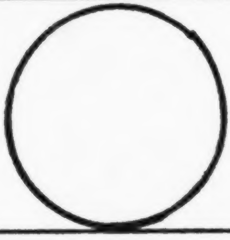
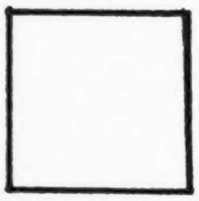


LOOK AND FIND



Distinguishes shapes of objects

TEACHER: Find the two that are the same shape.

1




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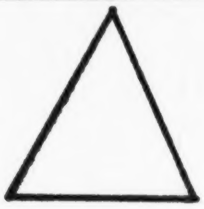
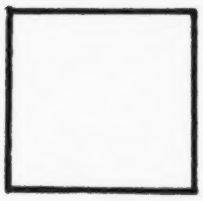
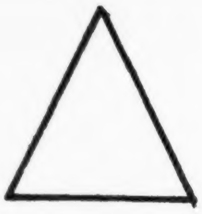

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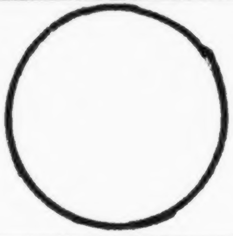
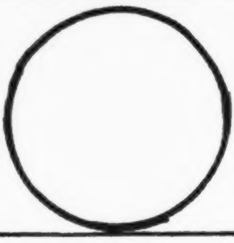
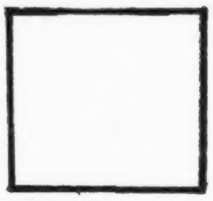

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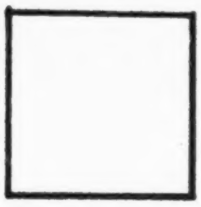
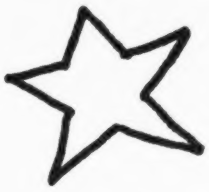
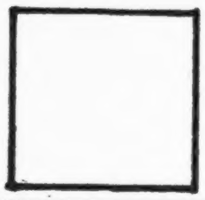

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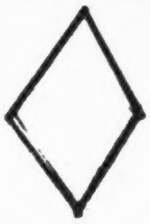
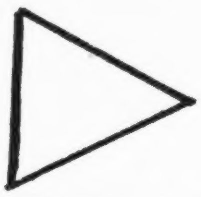
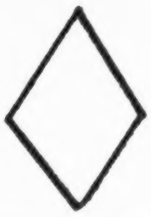

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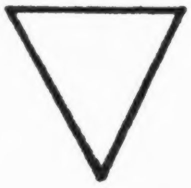
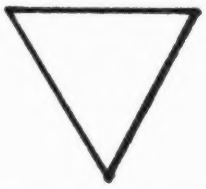
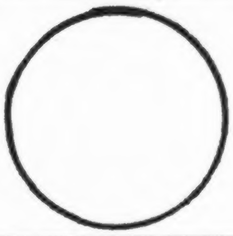
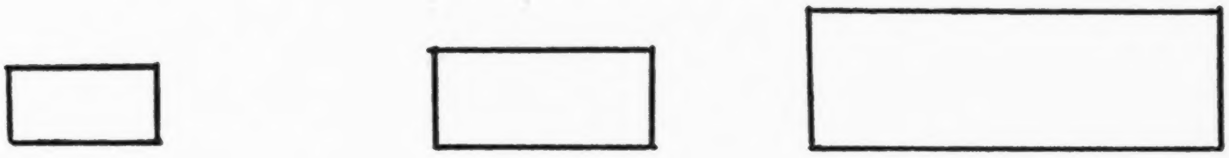




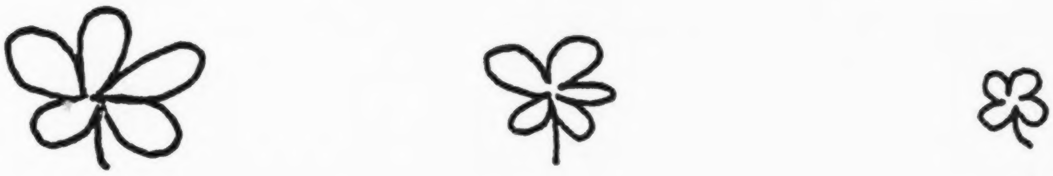
DISTINGUISHES SIZES -

TO THE TEACHER: Ask the child to point to the thing that is biggest for numbers 1 and 3; to point to the smallest for numbers 2 and 5; and to point to the thing that is the middle size for numbers 4 and 6.

1.



2.



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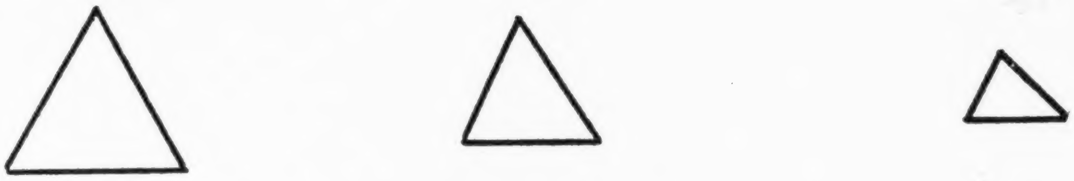

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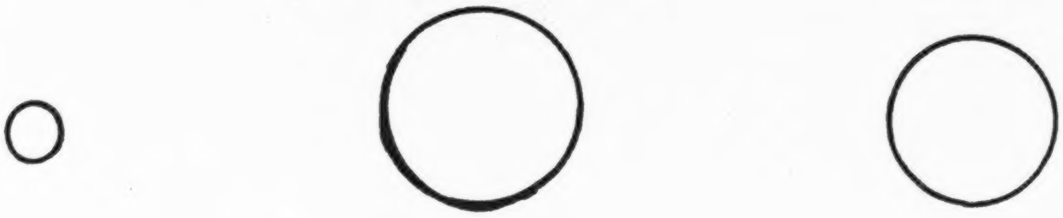

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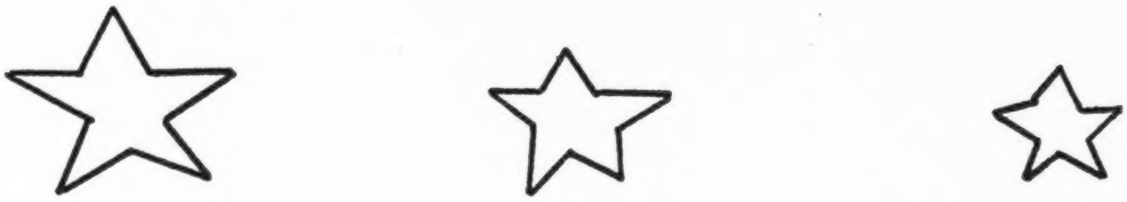

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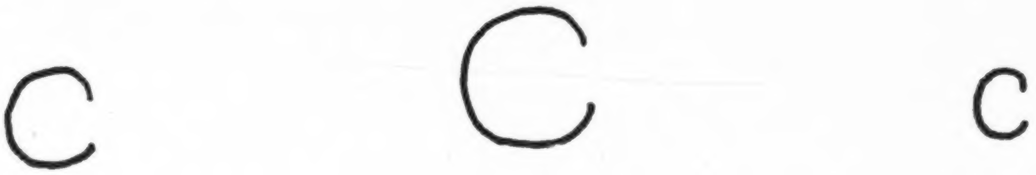


R 206-71

Name ____________________

K	H	ꓘ	R	K
S	Z	S	Ƨ	Ƹ
b	b	q	d	p
f	t	ʇ	ɟ	f
CV	VC	CΛ	CV	VƆ
JY	J⅄	JY	YJ	ᒐY

R 207-71

NAME: ______________________________

R	i	S	M	R	B	
S	Z	x	t	S	L	o
L	L	m	K	N	I	p
I	s	b	I	d	L	O
s	x	e	z	n	s	z
i	l	i	r	a	i	t
r	n	p	u	r	h	m
l	t	d	b	l	h	n

Name____

K	H	ꓘ	R	K
S	Z	S	Ƨ	ᘔ
b	b	q	d	p
f	t	ʇ	ɟ	f
CV	VC	CΛ	CV	VƆ
JY	J⅄	JY	YJ	ᒐY

Name ______________________

R 209-71

WW	TF	ss	xs
WM	HH	bd	ll
PB	MM	ee	rr
CC	FH	oe	ff
FF	PP	mn	db
RP	OC	pp	pq
GG	UV	ii	uv
SK	CC	lt	nn

R 210-71

Name ____________________

AAAHA	PPBPP	TTTFT	DRDDD
HKHHH	EEEFE	ILLLL	SSZSS
CCOCC	JJJJL	PPPRP	WVWWW
OQOOO	MMNMM	FEFFF	OOOOC
aaaca	gqggg	tttlt	hhbhh
eoeee	kkhkk	blbbb	rrrer
bbdbb	nmnnn	ppppq	sasss
iiili	rrrsr	coccc	xzzzz

Name________________________

A-KLAPY

M-MWHMO

L-JLLLY

H-KEHFH

g-sgpgg

r-axrsr

a-seaxw

f-RjfTE

W-VWUWW

B-BFRBS

D-ODDCP

RBRBRFR

l-ljilt

eoeoecy

i-jliji

S-zsBxS

Name ____________________

H-MKHR

O-PCBO

E-HEFS

M-MWNL

L-KTLI

F-FRHE

P-RFBP

D-RDBO

S-RBSZ

C-QCOG

V-UWYV

K-HRFK

a-scar

p-bhdp

g-kgqy

e-coer

s-axsr

m-nwum

h-kbhy

w-mvuw

o-cuos

p-gqbp

u-vuny

b-dpbq

MONDAY

R2-71

VISUAL DISCRIMINATION OF LETTERS SHOWN

Instruction for R1A-71 & R2A-71

Explanation This test measures the pupils ability to hold a visual stimulus in mind then make a comparison among four letters. This is a test of visual menory. Unless the pupil can retain visual images of letters, no word recognition skills instruction should be started. Grades 1 & 2

Materials Teacher: 5" x 8" flashcards
26 Upper Case Letters
26 Lower Case Letters (Staff - make up flash cards)
Use manuscript form

Flashcards should be placed in the following order:

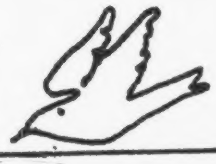
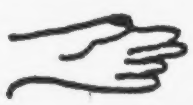
Upper Case	O X A B T C L R I S P N F
	E H D M K Z J Y W G Q U V
Lower Case	o x s c i p t m k z e w r
	j y f n a h v u b d l g q

Test Forms R1A-71 and R2A-71

Pupil: Test Forms R1A-71 and R2A-71. Cut along dashes, as directed, to remove letter used for direct matching test.

Directions: Prior to the administration of this test, the teacher must, if necessary instruct the pupils in marking a line through a symbol. In addition, the meaning of the term "big box" must be explained. All pupils should be within immediate reaching distance of the teacher to assist individual pupils in following directions.

Before passing out Test Form R1A-71 to the pupils, the teacher should demonstrate the procedures by chalkboard exercise. The student should be reminded that the picture in each "little box" is to direct his attention to the specific item being tested.

Sample Item #1	O		D H O T
Sample Item #2	X		R X J F

Teacher: "Today we are going to play a game to see if you are good at remembering. Here is how we play the game. I am going to ask you to put your finger on the bird. (Teacher demonstrates). I am going to show you a letter. (Teacher shows capital "O") Then I'm going to take the letter away (letter removed after two seconds). You are to find the letter I showed you in the big box next to the bird. (Teacher finds letter) Then you are to put a mark on the letter." (Teacher marks letter "O".)

Repeat procedure for sample item 2.

Distribute Test Form R2A. Proceed following the directions as in sample items.

Note: Use the same above directions for testing Visual Discrimination of Lower Case Letters.

Scoring Passing, 24 Upper Case
24 Lower Case

Pupils who score below 24 on each test form should practice with prescriptive materials R214-71 through R219B-71.

Pupils who score 24 plus on each test form should go on to test R3-71.

Record score on Summary Sheet, R20-71.

Prescriptive Materials

If the student does not pass this test, go to prescriptive materials form R214-71 through R219B-71.

Prescriptive materials for the test "Visual Discrimination of Letters Shown", (R2-71)

The following procedures are to be followed when students have less than 20 items correct on test R2-71.

1. If the pupil fails test on Visual Discrimination of Letters Shown, (R2-71) return to practices for visual training. (R214-71 through R215-71), Independent practice (R216-71 through R218-71), and Games to teach letters shown (R219-71)

Prescriptive Instructions for forms R214-71 through R219B-71.

R214-R215 - The pupil underlines the response letter that is the same as the stimulus card that is shown by the teacher.

R216-R218 - Independent practice pages.

R219A - Multiple individual response cards.

R219B - Spinner game pattern.

NAME:________________________________

1	2
A O	C X
B C	T A
O C	X B
A T	O X
B A	C O

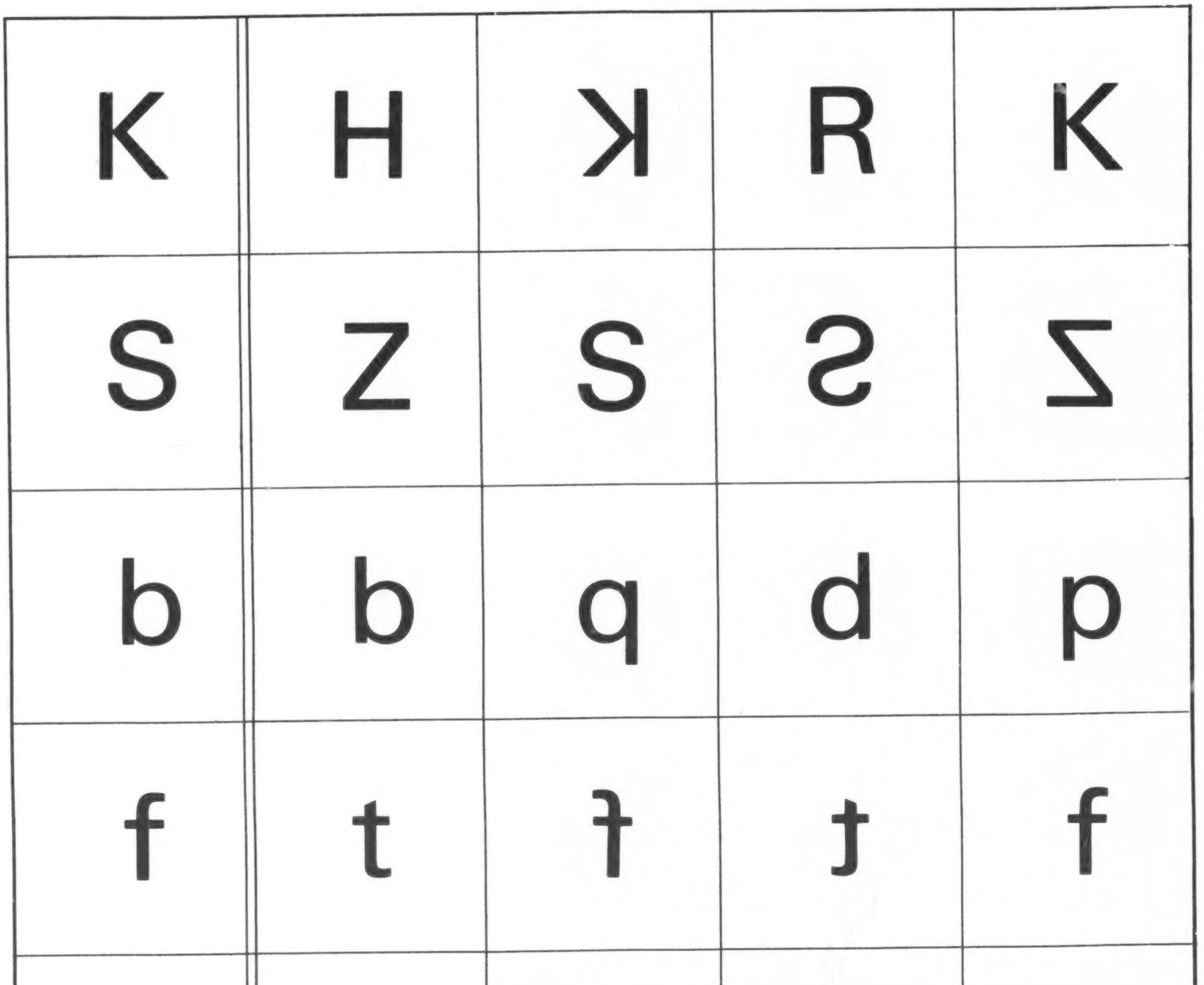
R 215-71

Name ____________________

T J K	Z S N	O D B
L J T	B R D	N M H
E F L	H L K	F T B
N M H	E F L	M N H
I T L	P D B	I L T

R 216-71

Name____



K	H	ꓘ	R	K
S	Z	S	Ƨ	ꙁ
b	b	q	d	p
f	t	ʇ	ɟ	f
CV	VC	CΛ	CV	VƆ
JY	J⅄	JY	YJ	ᒐY

R 217-71

fun	nuf	fun	ʇun	fnu
sat	tas	sat	fas	sat
leg	gel	qel	leg	ley
pod	pod	dop	bod	pop
kip	ꓘip	pik	kip	pik
sam	ƨam	sɐm	saw	sam
hnr	ynr	hur	huɿ	hnr

R 218-71

Name ____________________

me	he	me	in	my	be
go	so	to	go	do	get
it	in	is	to	if	it
he	he	me	be	oh	hit
see	sit	see	bee	seen	sun
boy	boy	toy	box	dog	yes
one	on	no	one	me	not
can	cat	man	ran	come	can

R219-71

GAMES TO TEACH LETTERS SHOWN

Materials:

Multi-Response Cards (R219A-71)
Large Alphabet Flash Cards
Spinner (R219-B-71)

Directions:

1. Give each child two letters of a sequence to be taught. The "teacher"* gives the children the following directions: "I am going to show you a letter, let you see it for just a short time, and then I want you to show me your letter that looks like it."

   The teacher displays the card briefly and the children respond with their cards.

   Increase the number of multi-response cards up to 5 or 6 for the children to discriminate among. Remove those they respond to quickly and add new ones.

2. Children turn Spinner Dial to letter shown.

Scrabble Letters
Flash Cards

3. Each pupil is given 7-10 letters which he places on a rack, or multi-response cards in a chart. The "teacher" picks letters from a "master box" or uses flash cards. If a child can match letter shown, he shows teacher and removes it from his rack.

*"Teacher" may be a child in group or from an accelerated group during children's activity period.

Dr. John A Manning
University of Minnesota

i	r	s	l
i	r	s	l
i	r	s	l

b	t	x	a
x	a	c	o
c	o	b	t

J	Z	D	K
M	J	Z	D
K	M		

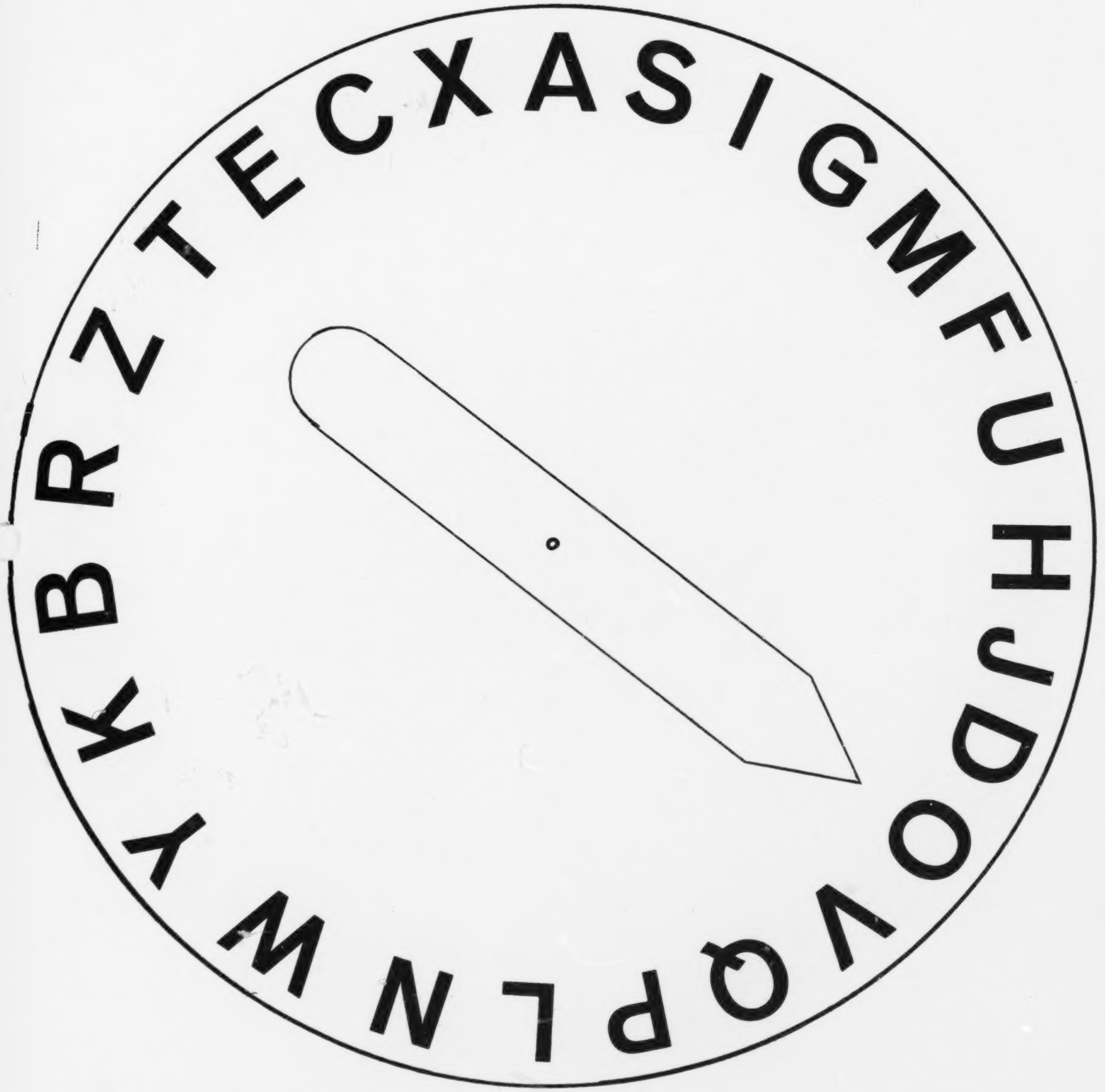
A	X	T	B
O	C	A	X
T	B	O	C

Y	V	G	U
Q	W	Y	V
G	U	Q	W

k	d	z	j
d	z	j	m
m	k		

f	e	h	p
e	h	p	n
n	f		

P	H	E	F
N	P	H	E
F	N		


TECXASIGMFUHJDOVQPLNWYKBRZ

MONDAY

RELATING UPPER TO LOWER CASE LETTERS

Instructions for Form R3A-71

Explanation	Prior to formal instruction in phonics, the names and forms of the letters should be known. Unless the pupil understands that "B" and "b" make the same sound, auditory discrimination training will be meaningless. Grades 1 and 2. This test measures the pupils ability to relate different forms of the same letter. This test should be given to all pupils who fail the Visual Discrimination of Word Test. (R4-71)
Materials	Pupils: Test Form R3A-71, folded on double line. (See form R3A-71)
Directions	Distribute Test Form R3A-71.

Proceed as follows:

"Today we are going to see if you know which letters go together. Look in box #1 (form R3A-71). Look in the left hand column. What is the first letter?" (Pupils respond.)

"That is correct, "N" is the first letter. Can you find that letter in the right hand column?" (Teacher observes pupils.)

"That's correct, now draw a line connecting the two letters." (Teacher checks to see if directions are being followed.)

"What is the second letter in the left hand column?" (Pupils respond.)

"That's right, the letter is "E". Can you find that letter in the right hand column?" (Teacher observes pupils.)

"That's correct. Now draw a line between the two letters." (Teacher observes to see if directions are followed.)

"I want you to do the rest by yourself. When you have finished box #1, go on to box #2. Do all the boxes on this side. When you finish box #5, turn your paper over and do the remaining boxes." (Teacher demonstrates)

Scoring

Passing score, 40.

Pupils scoring below 40 should be given practice with prescriptive materials forms R220-71 through R226-71.

Particular attention should be noted on letter forms confused.

Scores should be entered on Summary Sheet, R20-71.

R 3 A-71

Pupil's Name____________________

MATCHING UPPER AND LOWER CASE LETTERS

1

N	e
E	y
G	g
Y	n

2

P	g
H	p
G	l
L	n

3

B	v
O	b
C	o
V	c

4

W	m
Z	l
M	z
L	w

5

P	p
Q	q
D	o
O	d

6

D	q
J	d
Q	a
A	j

7

R	s
S	u
T	r
U	t

8

F	x
K	n
N	k
X	f

9

H	j
E	h
I	i
J	e

10

B	u
U	r
A	a
R	b

Fold on Double Line

Prescriptive materials for the test "Relating Upper Case Letters to Lower Case Letters." (R3-71)

The following procedures are to be followed when students have less than 40 items correct on test R3-71.

1. Independent and directed practice pages. (R220A-71 through R226-71)

Prescriptive Instructions for forms R220A-71 through R226-71.

R220A-R226 - The student is to show a connecting line between the upper case letter and the lower case letter that is the same.

NAME:_______________________________

A

C

X

B

T

O

x

b

a

t

o

c

R 221-71

NAME:________________________________

Trace the capital A and E letters.
Match the letters that have the same letter name.

Ee

E	a	c	E
a	E	E	C
e	B	c	E
B	E	E	C
E	e	A	B
B	b	b	a
c	C	E	D
E	e	d	e

Name______________________________________

S	a
A	l
R	s
L	b
B	r

I	r
R	i
L	s
S	l

l	T
t	L
r	I
i	S
s	R

a	T
b	L
r	I
i	R
l	B
t	A

Name ______________________________

E	h	S	i
H	n	I	l
P	r	T	s
F	e	L	b
N	p	A	o
B	c	B	t

N	e	I	p
E	h	P	e
F	n	E	i
L	l	B	h
H	b	N	b
B	f	H	o

R 224-71

Name ______________________________

J	k	H	h
Z	d	E	e
D	j	J	d
K	m	D	n
M	z	F	j
		N	f

L	o	D	h
M	r	H	n
R	l	N	d
I	m	Z	b
A	i	K	z
J	a	B	t
O	j	T	k

Name ______________________________

B	p	F	e
P	b	E	h
D	r	H	f
R	d	K	t
G	q	T	y
Q	g	Y	k
M	w	Z	s
N	m	S	j
W	n	J	o
V	a	O	u
I	v	U	c
A	i	C	z

Name ______________________________

E t
F e
T f

P d
D p
B b

i l
l L
j J

W n
M m
N w

p Q
q U
u P

R m
N n
M r

b P
p Q
q Q

v W
f V
w F

j J
i T
t I

Y w
W y
N n

r B
g R
b G

F l
L f
E e

R 4-71

MONDAY

VISUAL DISCRIMINATION OF WORDS

Instructions for Form R4A-71

Explanation This test measures the pupils ability to retain visual images of letters and words. This diagnostic test will reveal specific visual discrimination weaknesses of the beginning, ending, or medial positions of words.

This test should be given to all second and third grade pupils and to those pupils in grades 4, 5, 6 who fail the Visual Memory Test (R5-71).

Materials Teacher: 30 3" x 12" flashcards on which the following letters and words are printed. The cards should be numbered on the back. All printing should be in manuscript lower case form. Each letter or word should be centered on each flashcard.

1. b
2. p
3. to
4. it
5. saw
6. hat
7. pin
8. then
9. wear
10. stop
11. last
12. house
13. first
14. must
15. brim
16. plant
17. start
18. climb
19. brush
20. quest
21. counting
22. protract
23. eight
24. maintain
25. portion
26. revision
27. principle
28. retract
29. discernible
30. reassemble

Directions Pupil: Distribute Test Form R4A-71.

Have pupils print their name.

Neither the teacher nor the pupil should pronounce the letter or word.

Proceed as follows:

Teacher shows first card. "Look in box #1 (form R4A-71). Find this letter and draw a line through it." (Teacher observes pupils.)

"In box #2 draw a line through this letter." Continue in this manner for the 30 items. The words should be exposed for about three seconds, then turned down when the pupils look on their test forms. A second look is not permitted.

Scoring Passing, grade 2, 25.
Passing, grade 3, 4, 5 and 6, 28.

Pupils who score below norms should be given practice with prescriptive materials forms R228-71 through R231-71.

Particular attention should be made of the specific error pattern of individual pupils. It is suggested that the teacher circle the correct response word for incorrect pupil responses. The items should be compared to determine error position.

The scores on this test and the tally of the position of errors should be entered on the Summary Sheet, R20-71.

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Prescriptive materials for "Visual Discrimination of Words" (R4-71).

The following procedure is to be used when the student fails to pass with the score that is designated for his grade level.

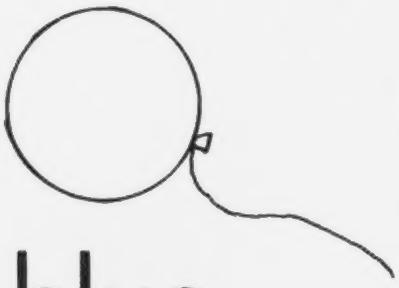
1. Practice pages (R228A-71 through R231-71).

Prescriptive Instructions for Forms R228A-71 through R231-71.

The pupil is to draw a line under the words or goups of words that are alike.

R 228A-71

NAME: ________________________________



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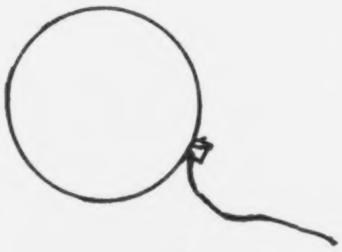
blue
red
blue



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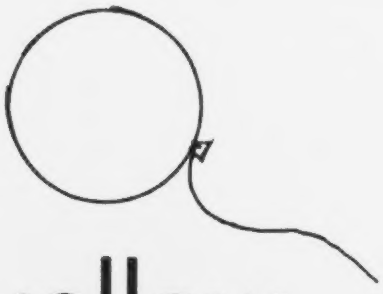
red
red



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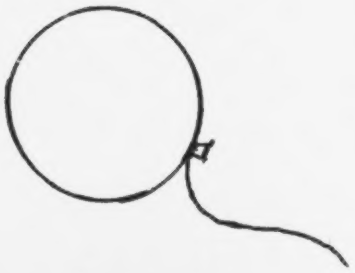
yellow
red
yellow



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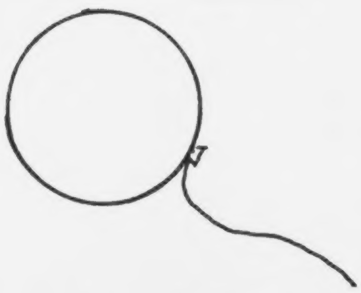
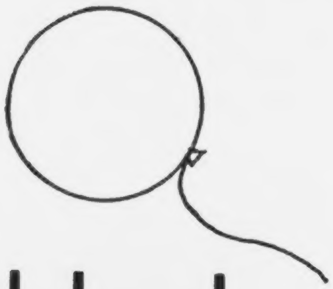
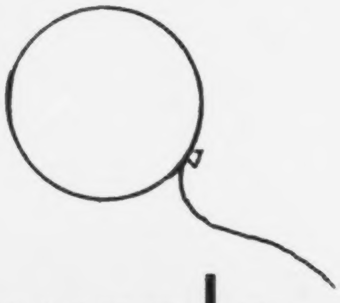
yellow
green
green



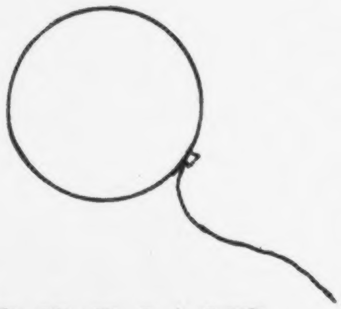
orange
orange
orange
green



black
blue
black
black



purple
purple
black
purple



brown
black
brown
brown

NAME: ______________________________

Words and phrases

TEACHER: Point to the word that is the same as the first one in each line.

down	it	down	the	find
big	want	car	end	big
from	from	as	to	what
see	how	see	other	like
jump	were	did	see	jump
hill	blue	go	hill	our
not	run	help	me	not
wanted	laugh	kitten	thank	wanted
happy	what	happy	out	stop
did	jump	cow	did	ran

NAME: ____________________________________

TEACHER: Point to the group of words that is the same as the first one in each line.

in a pan	under the table	in a pan	around the town
up the tree	behind the door	may not go	up the tree
to the store	to the store	up a hill	just so big
up and down	something wonderful	at the corner	up and down
back and forth	in and out	back and forth	found it

Name ______________________________

1 book	look	book	book
2 can	can	can	cat
3 go	go	so	go
4 may	way	may	may
5 an	an	on	an
6 car	cap	car	car
7 fall	fall	fall	call
8 jump	bump	jump	jump
9 bad	bad	bat	bad

R 4A-71

TEST FOR VISUAL DISCRIMINATION

Name ______________________________ Date ____________

1	d b l f t	16	plant plan ant pant slant lamp clamp
2	q p y z g	17	star art start starter tart smart
3	do no to ton too	18	limb limber climber cling fling climb
4	it is tie sit at	19	bush hush shush lush brush burst
5	sat was saw sow say	20	quest guest request quizz bequest question
6	pat hit bat hat hot	21	country bounty counting council bounding county bunting
7	in pen pin nip pan	22	prostrate premonition procreate protract remonstrate prostration
8	then when than the	23	eight ought height feign reign light eighteen
9	were wear where eave	24	maintains mountain mountains maintenance maintain fountain
10	tops stop pots step stoop	25	poultice potion poultry paltry position poison portion
11	staff land list fast last	26	survive revive revival derives revision recite recision
12	horse how house bowl douse	27	principle invincible principal printable runcible principality
13	thirst fast fir first list	28	retract tractor retraction subtract tract react
14	must stun much just stuck	29	describes discerned discern descends discernible descent discerning
15	trim rib brim rim brisk	30	resemple assemble semblance reassemble assymetrical assembles

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TUESDAY

R 5-71

VISUAL MEMORY TEST

Instruction for Form R5A-71

Explanation This test measures the highest visual memory skills. Stimulus words are presented and the pupil is required to print what he can remember when the stimulus is removed.

All pupils in grades 4, 5, 6 should be given this test.

Materials Teacher: 30 3" x 12" flashcards on which are printed the following letters and/or words. Number the cards on the back. All printing should be in manuscript, lower case form. Each letter or word should be centered on each flashcard.

1. d
2. q
3. on
4. too
5. was
6. bet
7. kin
8. spar
9. eave
10. croup
11. epoch
12. hymn
13. inspan
14. stele
15. xyster
16. lateen
17. ansate
18. whisht
19. regicide
20. piperonal
21. stumpage
22. libeccio
23. dressage
24. palikar
25. latescant
26. festination
27. ochlocracy
28. alveolate
29. dittography
30. refractoriness

Pupils: Test form R5A.

Pass out form R5A-71.

Directions Have pupil print name and date. Neither teacher nor pupil should pronounce any stimulus item.

Proceed as follows:

"I am going to show you a letter or a word which will be printed on one of these cards. You will not have too long a time to look at it. You are not to say the letter or word aloud. Are you ready?" (Teacher shows card #1) (Expose for 3 seconds)

"In box #1 print what you have seen." Present cards 1 through 30 in this manner. Cards should be exposed for about 3 seconds.
Allow 5 seconds for printing items 1 - 10.
10 seconds for printing items 11 - 20.
15 seconds for printing items 21 - 30.

Scoring To be correct each item must contain all the letters in the correct order as presented in the stimulus word.

The teacher should record the correct word in the space next to all incorrect items for comparison purposes.

Correction should be made to determine the specific error pattern.

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Norms: grade 4 - 15
5 - 18
6 - 24

Pupils scoring below grade norms should be given practice with prescriptive forms R232 - 71 through R236-71.

Scores on this test should be entered on the Summary Sheet, R20-71.

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R 5A-71

TEST FOR VISUAL MEMORY

Name ______________________________ Date ____________

1	16
2	17
3	18
4	19
5	20
6	21
7	22
8	23
9	24
10	25
11	26
12	27
13	28
14	29
15	30

Prescriptive materials for the test "Visual Memory Test" R5-71.

The following procedures should be used if a student fails to pass the test R5-71 with the score that is designated for his grade placement.

1. If the child fails this test, additional work is needed on visual discrimination of objects, forms, letters and words.

Prescriptive instructions for forms R232A-71 through R236-71.

R232A - Place an "X" on the response form that is like the stimulus form.

R233 - The teacher has six stimulus cards with letters w-s-t-m-k-d. Flash one card at a time. The child is to draw a line under the letter in the response words.

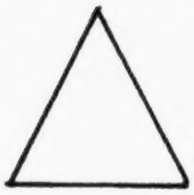
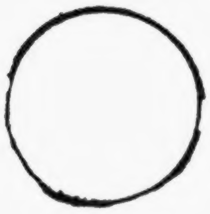
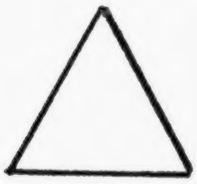
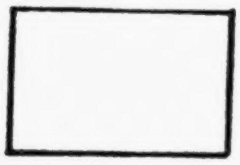
R234 - Two words are typed on a paper with a picture. The picture is placed on a table. The student looks at the words, returns to his desk and writes them.

R235 - The student is to look at section "a" (rest of paper is covered.) He then returns to his desk and writes what he has seen. Progress to showing "a" and "b" together, and then to a, b, c.

R236 - The teacher flashes a stimulus word for each row. The student underlines as many as he can see and remember. This may be varied by changing the stimulus cards.

NAME:____

1

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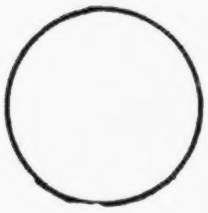
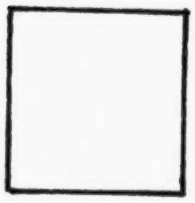
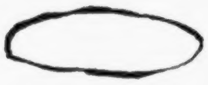
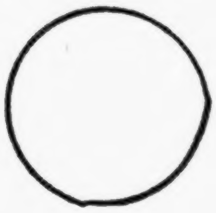

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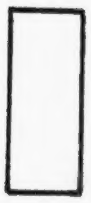
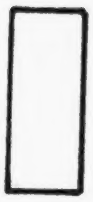
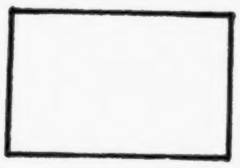
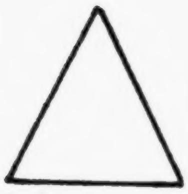

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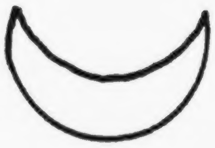
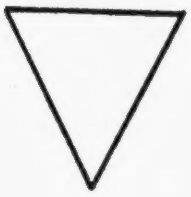
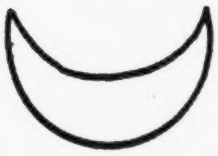
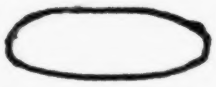

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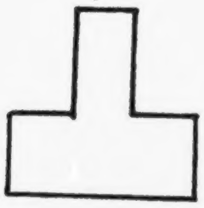
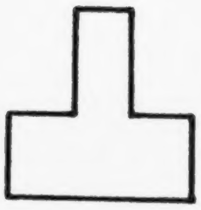
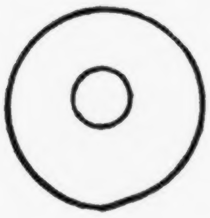
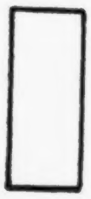

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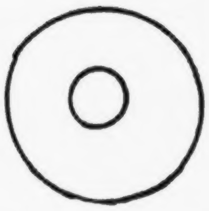
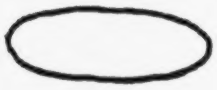
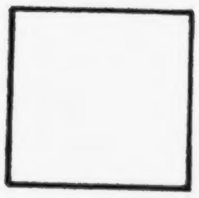
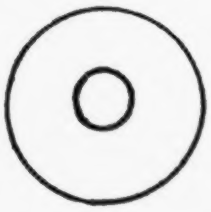
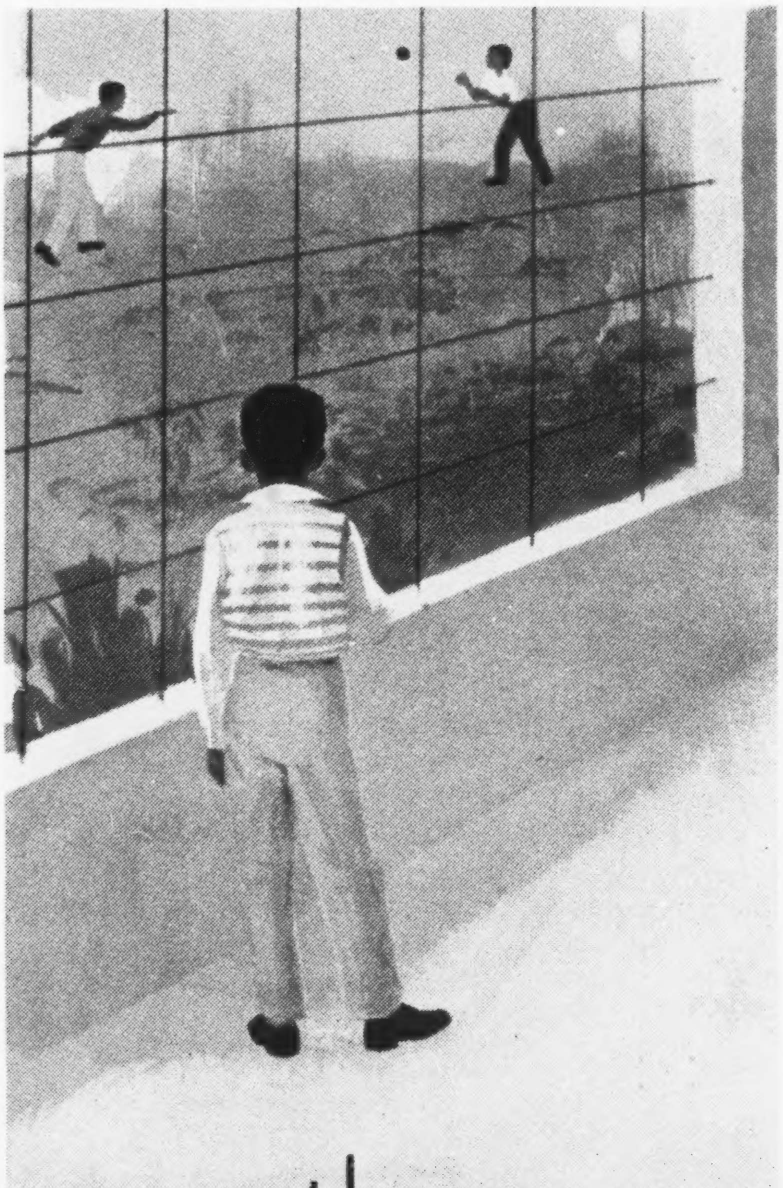





R 233-71

NAME: ____________________

w	saw	two	away	work
s	this	said	surprise	house
t	take	get	not	little
m	come	farm	mother	man
k	make	kitten	look	like
d	and	did	duck	ride

R 234



they

children

II

a.

ran
came

b.

will get made

c.

read

write ask tell

R 236-71

Visual Discrimination

Name_______________ Grade______ School________________

1.	ball	ball	call	ball	fall
2.	cap	cup	cap	cat	cap
3.	ride	hide	ride	ride	side
4.	fall	fall	fill	fell	fall
5.	pin	bin	pin	nip	pin
6.	lost	lot	lose	lost	lost
7.	good	dog	good	goad	good
8.	but	put	but	but	tub
9.	lap	lap	pal	lap	lad
10.	bad	pad	dab	bad	bad
11.	done	done	bone	down	done
12.	left	felt	let	left	left
13.	mouth	month	mouth	mouse	mouth
14.	wished	wishes	wished	wished	wish
15.	thanks	thanks	thank	thanking	thanks
16.	softly	softer	soften	softly	softly

TUESDAY

R 6-71

ABILITY TO RECOGNIZE LETTERS NAMES

Instructions for forms R1A-71, R2A-71

Explanation The name of a letter is its most stable sound element. This ability to recognize a letter from a sound stimulus is the basic auditory - visual perception skill. This test should be given to all first and second grade pupils.

Materials Teacher: The order for presenting the letter names is as follows:

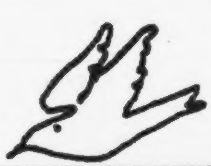
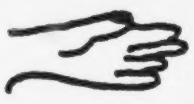
Upper Case	T R L C P S I X F O B N A
	M H G E K Z U Y D Q J V W
Lower Case	m t s r u x o h k p c z i
	e v f n a j w y b d l g q

Pupil: Test Forms R1A-71, R2A-71 (Cut along dashes as directed on the form.

Directions Prior to the administration of this test, the teacher must, if necessary, instruct the pupils in marking a line through a symbol. In addition, the meaning of the term "big box" must be explained.

All pupils should be within immediate reaching distance of the teacher to assist individual pupils in following directions.

Before distributing test form R1A-71 the teacher should demonstrate the procedures by chalkboard exercise. Pupils should be told that the pictures in the small boxes are to direct their attention to the specific item being tested.

Sample Item #1	O		D H O T
Sample Item #2	X		R X J F

Manning - University of Minnesota

Proceed as follows:

Teacher: "Today we are going to see how well you know your letters. Look at this box on the chalkboard. I am going to ask you to put your finger on the bird."

(Teacher demonstrates)

"I will then tell you fo find a letter in the box next to the bird. Find the letter "O".

(Teacher point to "O".)

"Draw a line through the letter "O".

Repeat procedure for sample item 2.
Distribute Test Form R1A-71 (Cut form as directed on the form)
Proceed following the directions as in sample items.
Note: Use the same instructions for lower case letters, form R2A-71. If a pupil fails these tests, he should be given practice with prescriptive forms R237-71 through R241-71.

Scoring Passing, Upper Case 17
Lower Case 13

The scores on this test should be entered in the Summary Sheet, R20-71.

Prescriptive materials for the test "Ability to Recognize Letters Names." (R6-71)

If a student fails to obtain the necessary score as indicated on the instruction page R6-71, the following procedures should be used.

1. If the child fails the test, additional work of sound-symbol relationships is necessary.

Prescriptive Instructions for forms R237A-71 through R241-71

R237A-71- Oral directions to the students. Put your finger at the beginning of row 1. Look at the first box. Say the name of the picture and listen for the beginning sound. Which letter in the box stands for that sound. Draw a circle around the letter under the picture. (Go over pictures, names with them first to be certain they know).

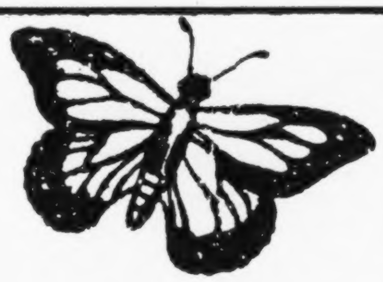
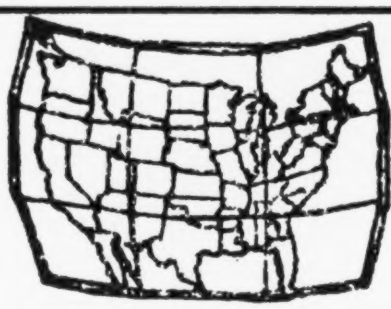
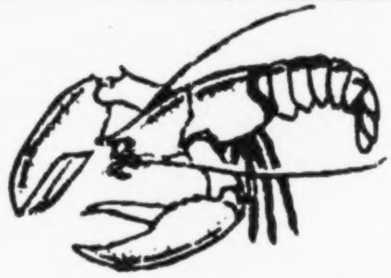
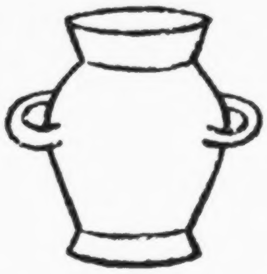
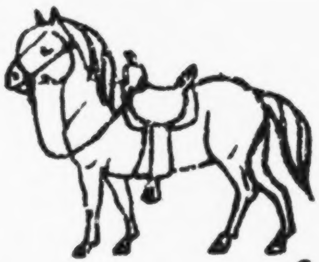
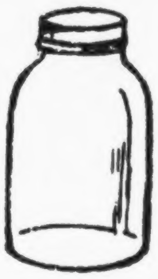
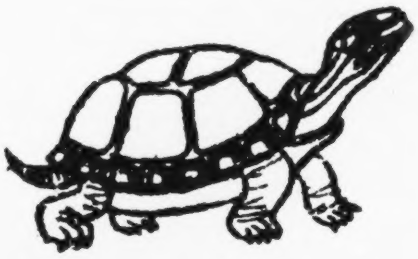
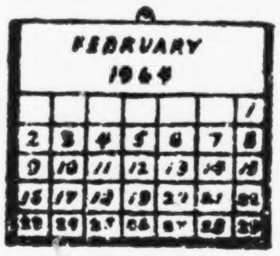
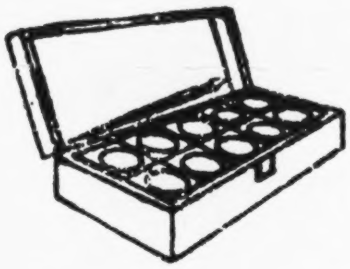
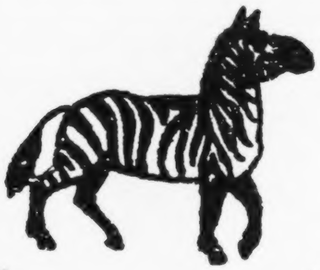
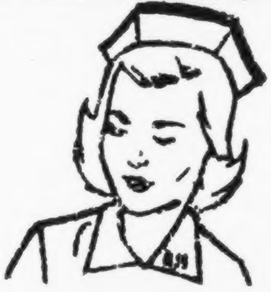
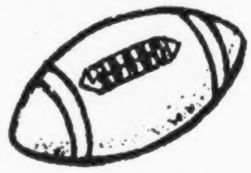
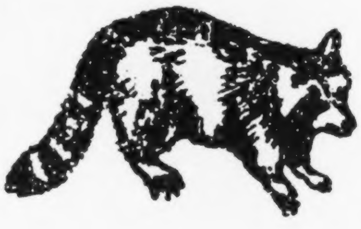
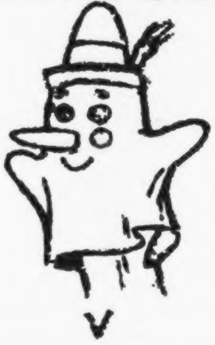
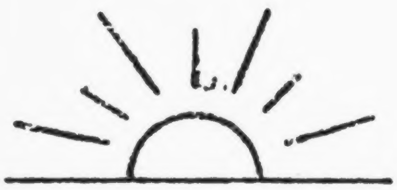
R238-71 - See the pictures. Say the names. Listen for the beginning sound and write the letter.

R239-71 - The teacher says one letter in each box which the student circles.

R240-71 - Self directed

R241-71 - The student is to place his finger on the picture of the dog and to draw a line through the letter pronounced by the teacher. The remaining rows are done in the same manner.

NAME: ______________________________

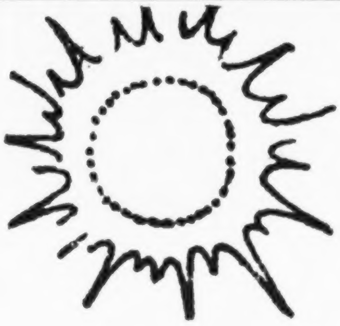
1	 b l s	 a m t	 e g l
2	 o v x	 p e f	 a j i
3	 n y t	 FEBRUARY 1964 h c o	 p r z
4	 b z j	 o u n	 s f t
5	 r x o	 p v l	 s r u

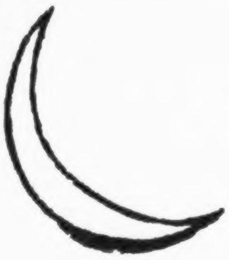
Name ______________________________ R 238-71

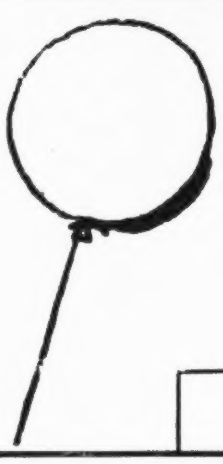
See the letters. Say the sounds.

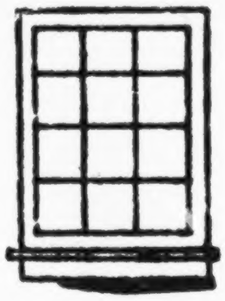
b g d i t p l m n r f h s v w y z

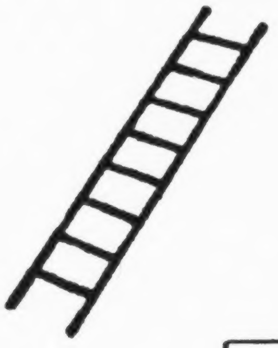
1. See the pictures.
2. Say the names.
3. Hear the first sound.
4. Write the letter.

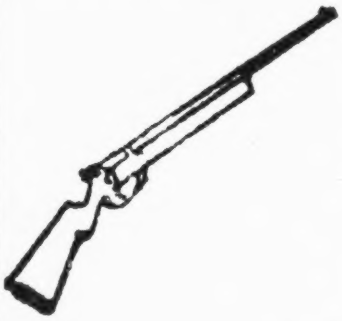


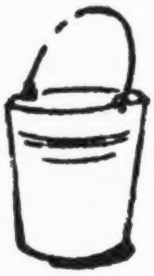


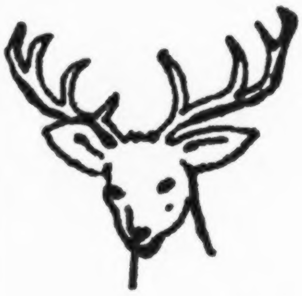


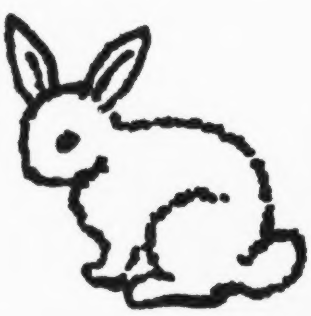


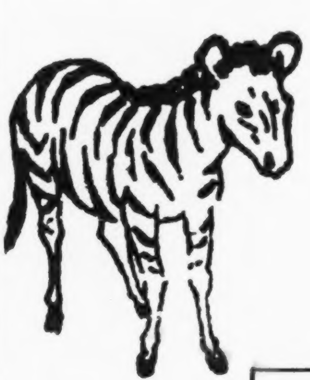


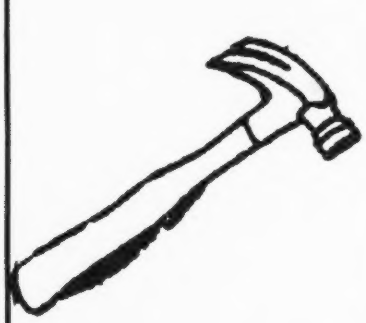


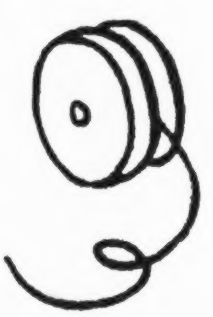


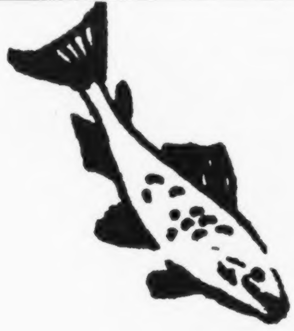


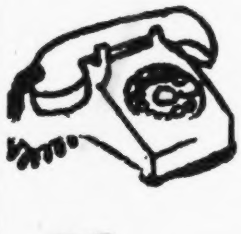


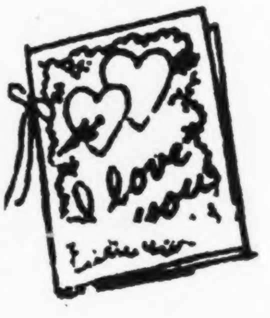


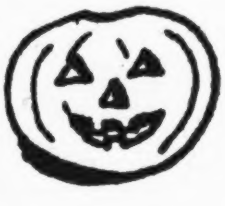






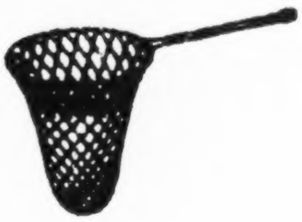
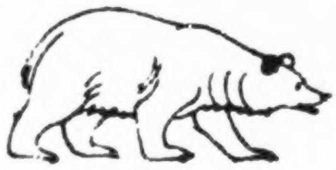
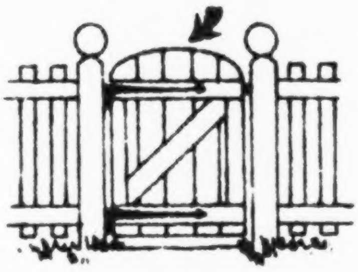
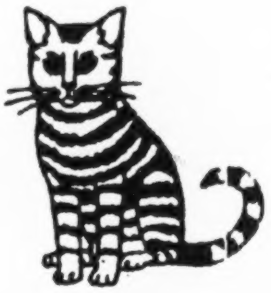
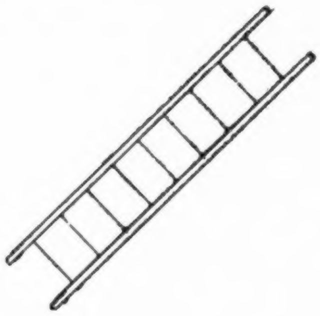
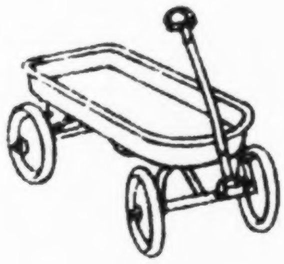
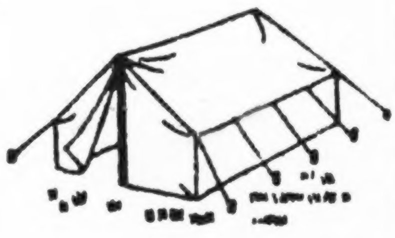
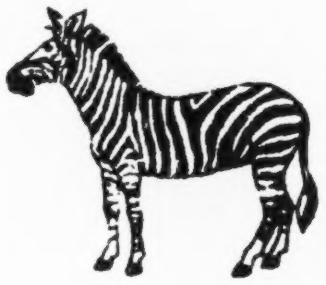
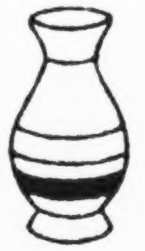
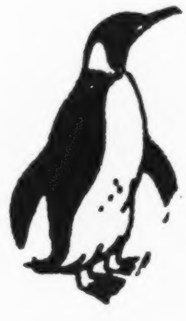
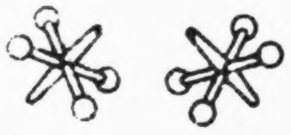
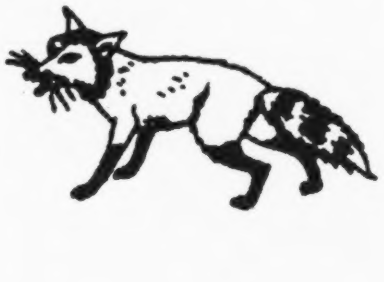






R 239-71

Name ______________________________

 r w n	 b v o	 x g y
 t c d	 l e h	 v n w
 t n e	 a z b	 w s v
 m j p	 j k y	 x f o

R 240-71

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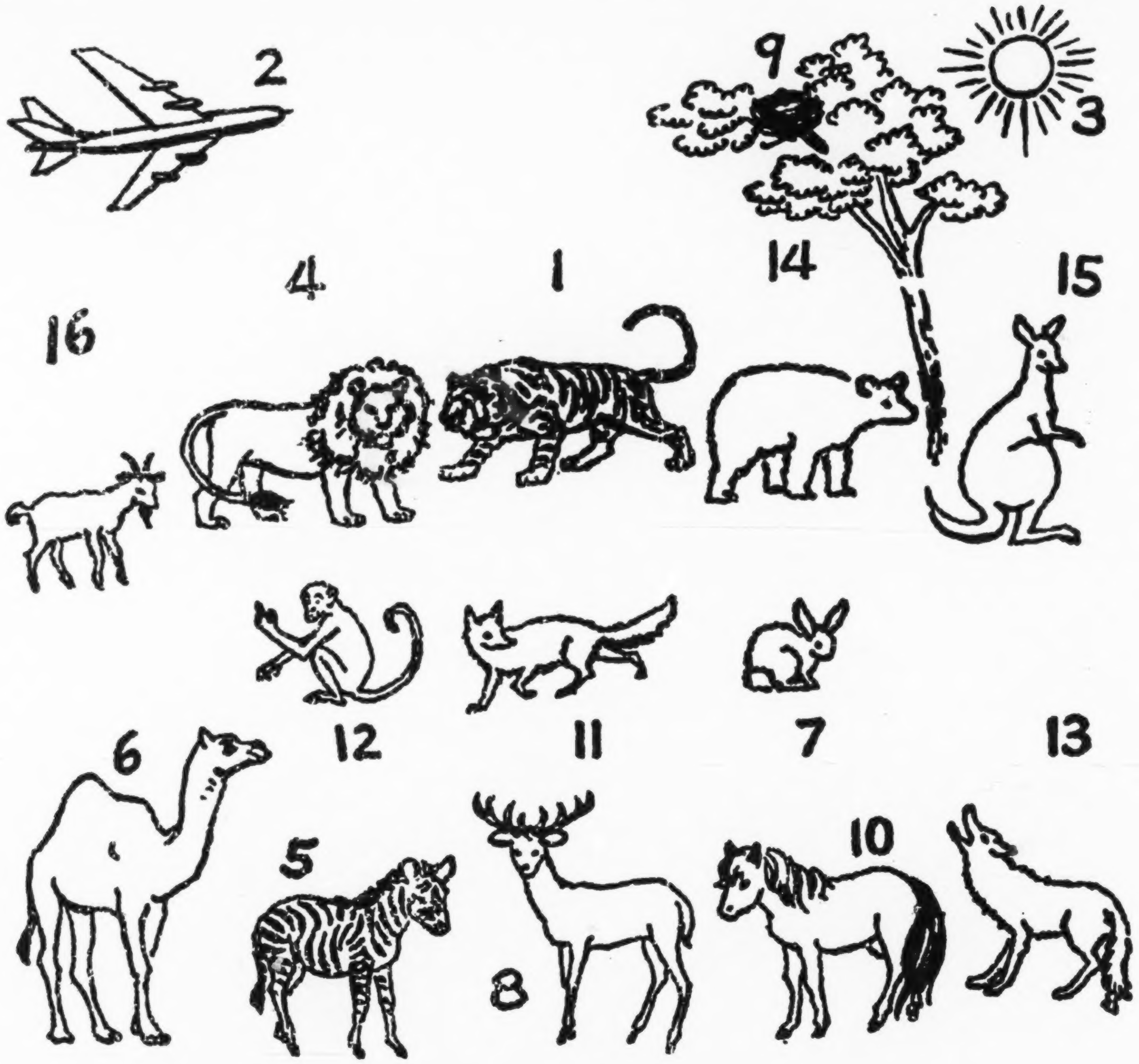
2
9
3
4
1
14
15
16
12
11
7
13
6
5
10
8

See the picture of the zoo.
Here is something for you to do.

Find the picture of the tiger. See the number 1 near the tiger. Tiger begins with t. Write t on line 1. Do the same for the other pictures.

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
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14. ________
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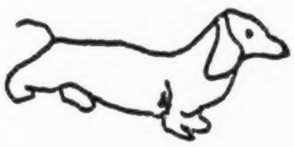
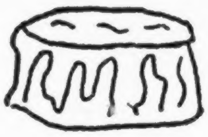
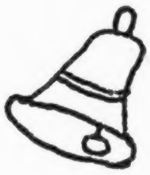
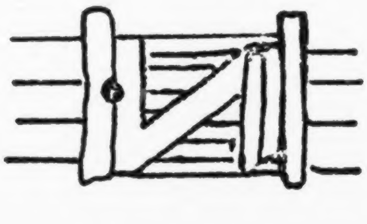
16. ________

R 241-71

NAME: ____________________

	T O D H
	F X R J
	B I N Q
	A R B C

TUESDAY

ABILITY TO RECOGNIZE CONSONANT SOUNDS

Instructions for form R7A-71

Explanation — This test measures the pupils ability to recognize beginning consonant sounds. For successful reading the pupil must be able to discriminate among the separate sounds in spoken words and to visually recognize the graphemic representations of those sounds. This skill is basic to all phonics instruction. Grades 1 and 2.

Materials — Pupils: Test form R7A-71 folded in the center.

Directions — All pupils should be within immediate reaching distance of the teacher to assist individual pupils in following directions.

Proceed as follows:
Place sample item on chalkboard. (The bird and the hand items from form R7A-71.) Distribute Test Form R7A-71 to pupils.

"Today we are going to see how well you can listen. I am going to say a word and you are to listen to hear the sound which comes at the beginning. Listen to this word, ball."

(Teacher should accentuate the word ball. Repeat the word ball a second time.)

1. "Place your finger on the picture of the bird at the top of the page. In the box next to the picture of the bird, there are four letters. Which letter makes the first sound you hear in the word ball."

   (Pupils respond)

   "That's correct, the letter b makes the first sound you hear in the word ball. Now draw a line through the letter b."

   (Teacher observes pupils following directions.)

2. "Place your finger on the picture of the hand. Listen to this word toy."

   (Repeat toy a second time.)

   "In the box next to the picture of a hand draw a line through the letter that makes the first sound in the word toy."

   (The stimulus word should be repeated three times as in the directions above.)

Continue testing using the following stimulus words:

3. come
4. little
5. ride
6. Sally
7. pin
8. no
9. fish
10. house
11. doll
12. mother
13. kite
14. zoo
15. jam
16. yellow
17. watch
18. go
19. valentine
20. bacon

Scoring Record pupil score on the Summary Sheet R20-71.

Norms: Grade 1 - 12
Grade 2 - 18

Pupils who fail this test according to the norms should be given the practice with prescriptive materials forms R242-71 through R246-71.

Prescriptive materials for the test "Ability to Recognize Consonant Sounds." (R7-71)

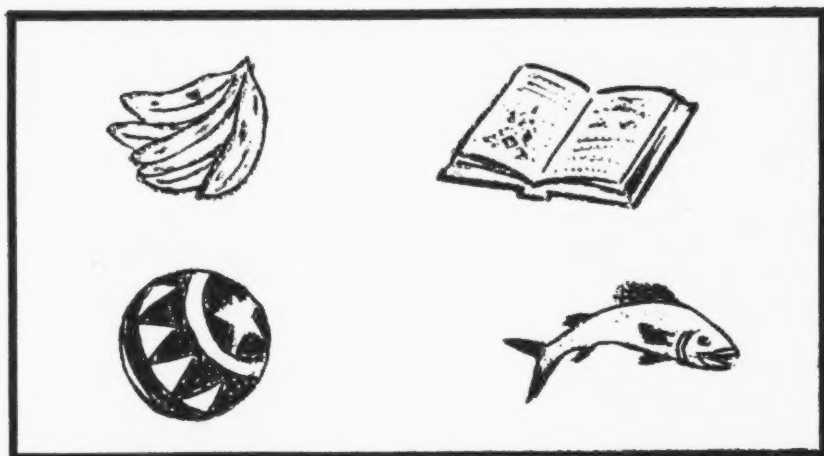
The following procedures should be used if a child fails to get the designated score for his grade placement on R7-71.

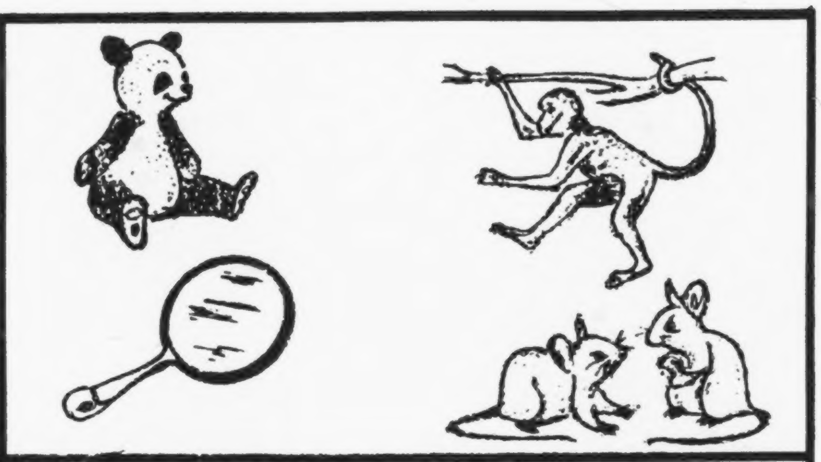
1. If the child fails this test, additional work is needed in auditory discrimination of words.

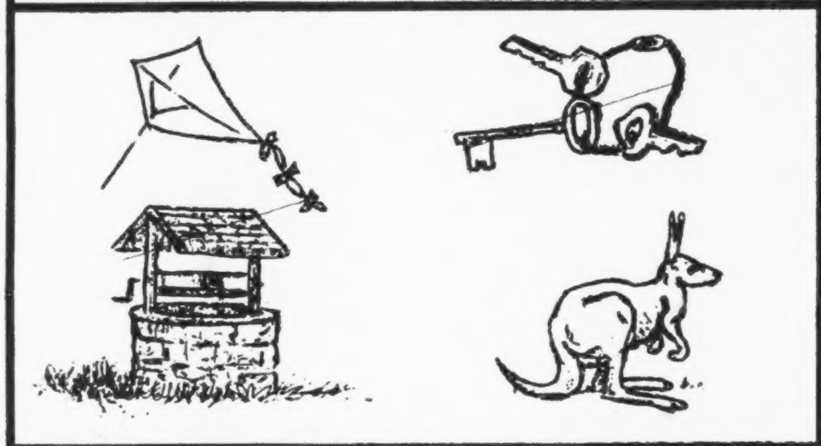
Prescriptive Instructions for forms R242A-71 through R246-71

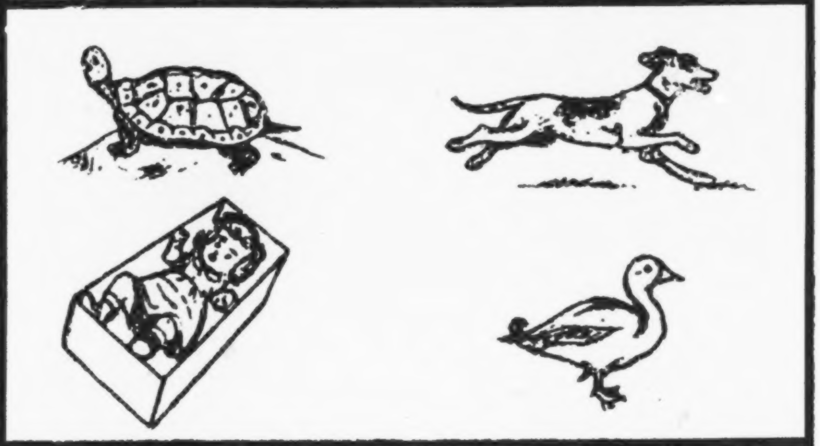
R242A and R243	The student is to look at the first box and say the names of the pictures. He is to place an "X" on each picture that begins with the same letter. These two practices are teacher directed.
R244	Same as R242 and R243, but independent work.
R245	Independent work. Circle beginning sound in each box.
R246	Independent work.

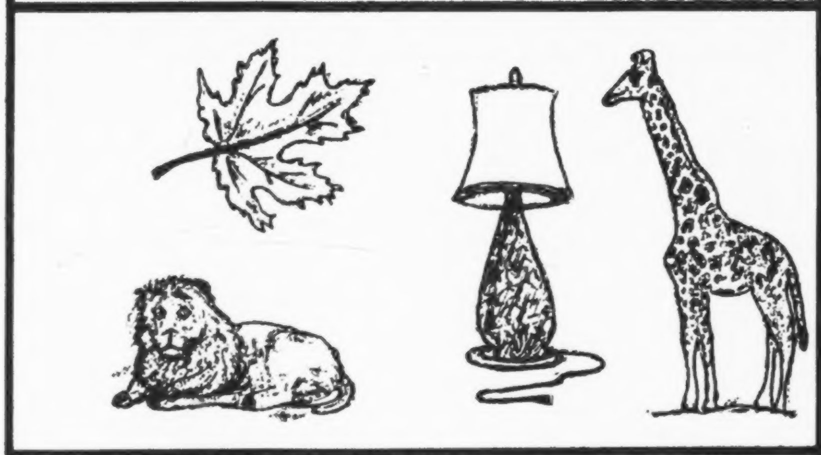
Name ____

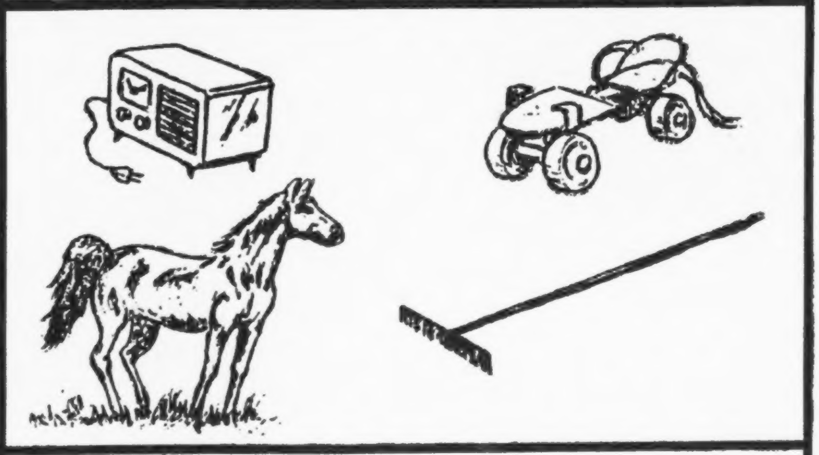


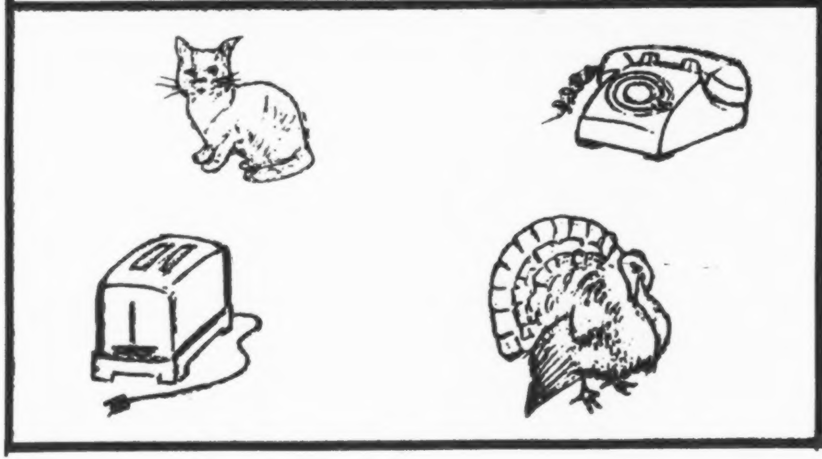


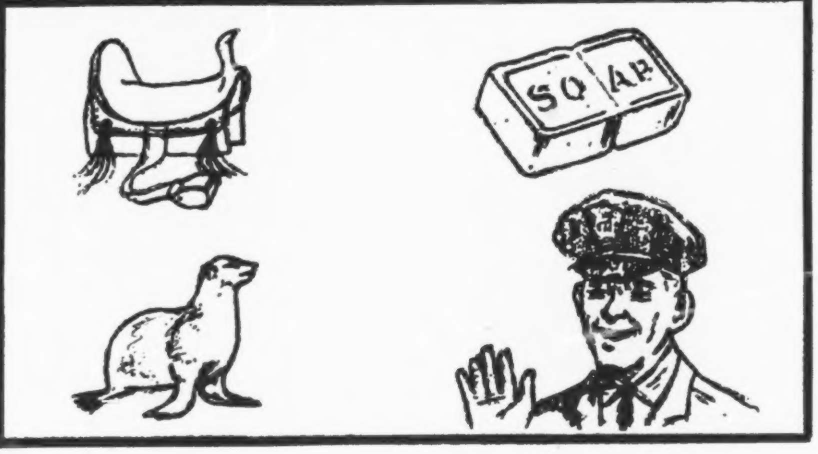












R 243-71

Auditory Discrimination

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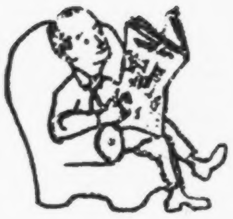
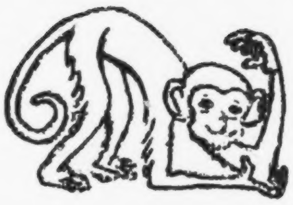
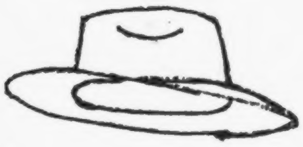
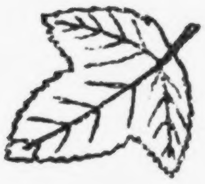
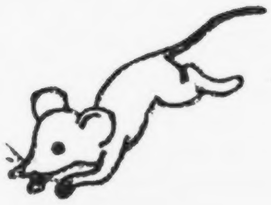

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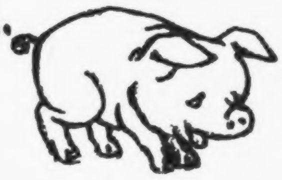
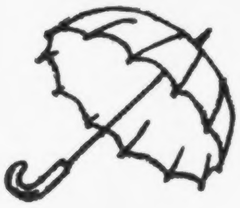
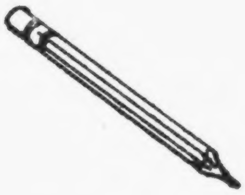
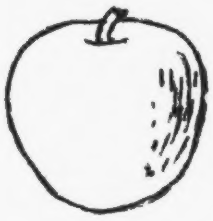
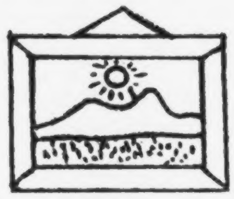

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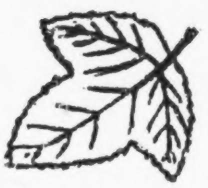
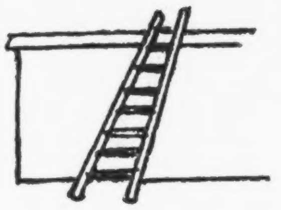
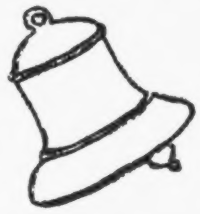
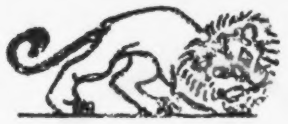
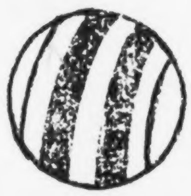

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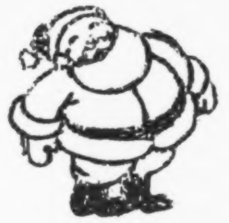
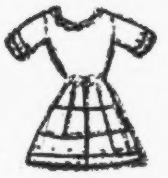
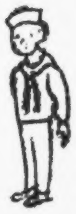
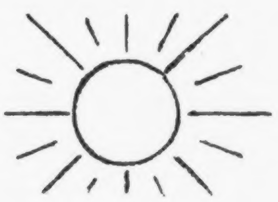
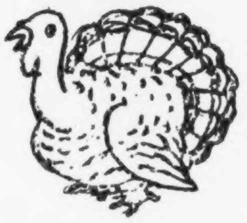

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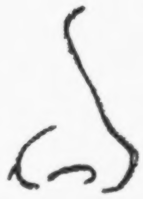
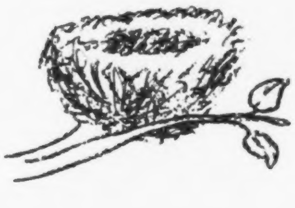
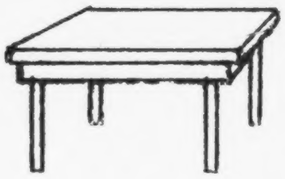
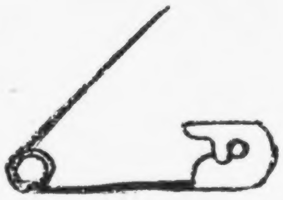

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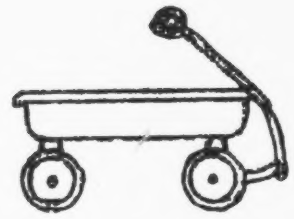
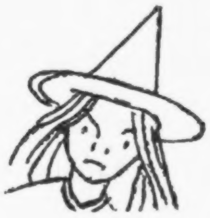
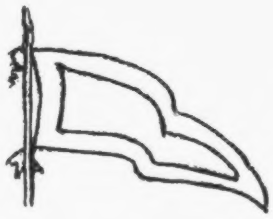
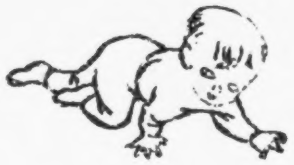
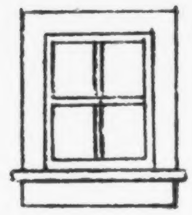

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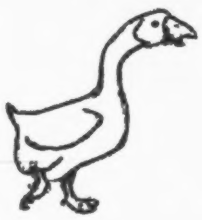
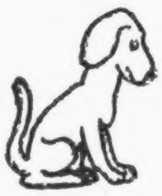
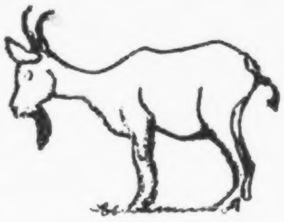
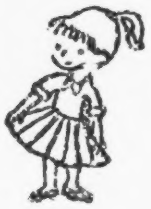
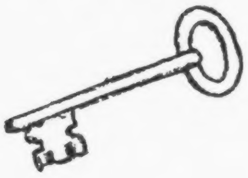

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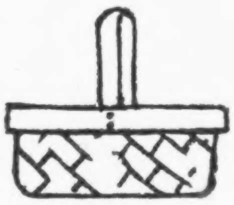
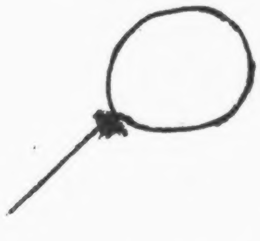
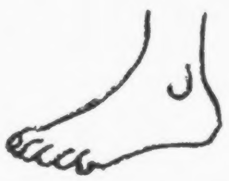
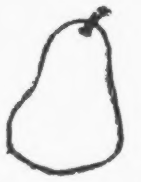
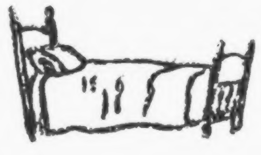

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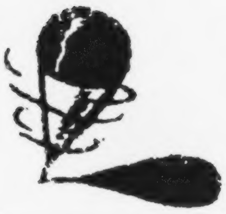
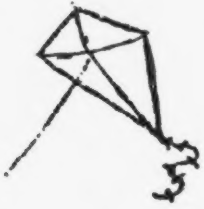
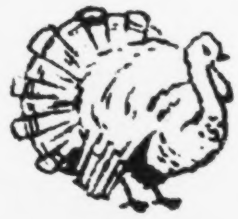
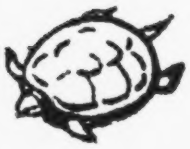

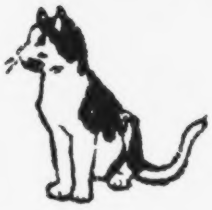
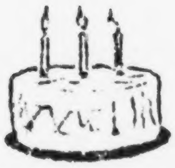
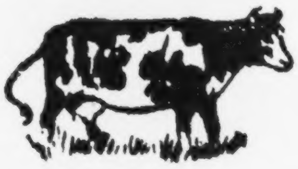
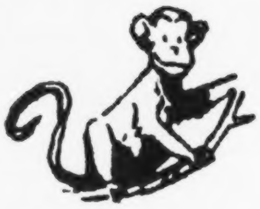

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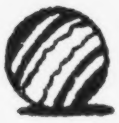
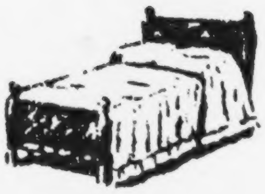
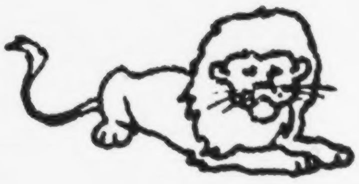
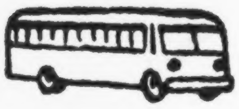

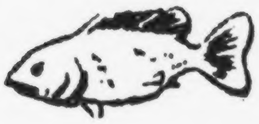
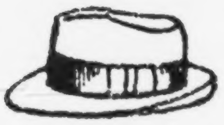
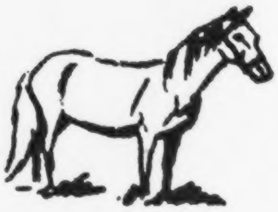
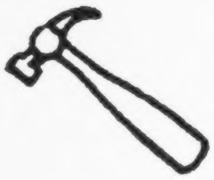

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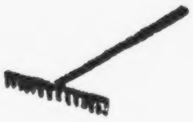
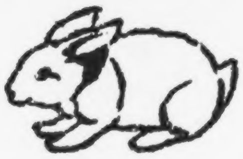
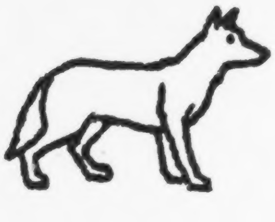
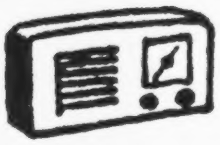

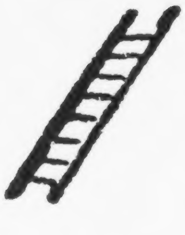
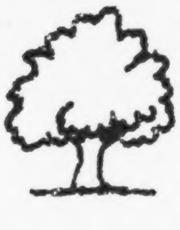
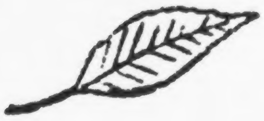
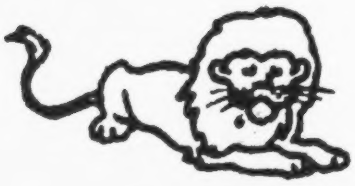

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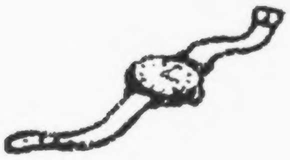
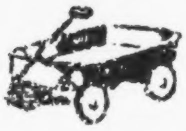
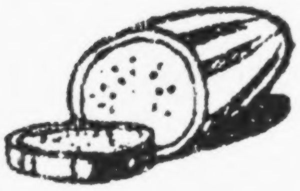
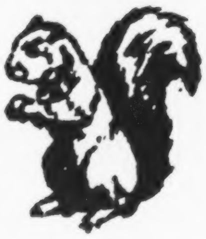

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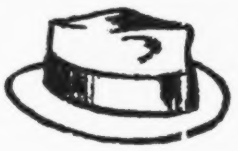
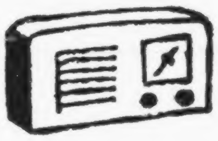
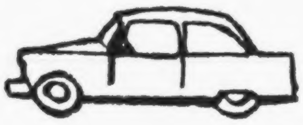
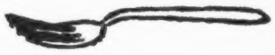
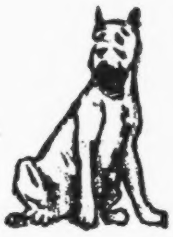
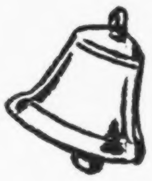
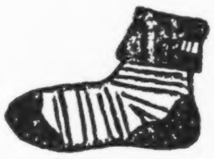
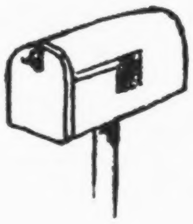
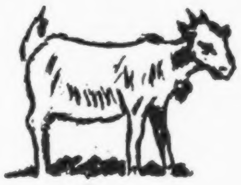
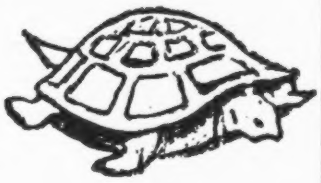
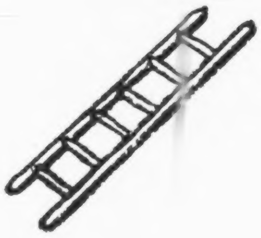
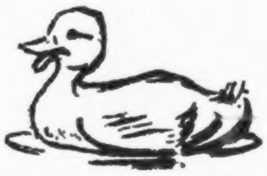
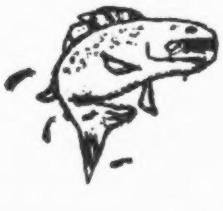
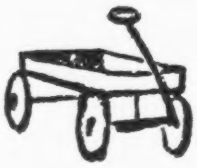
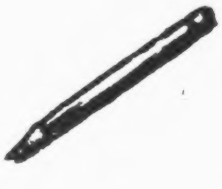
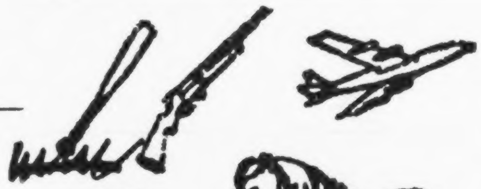
Circle the beginning sound in each box.

1	h  r	b s r  k c m	g n  c h
2	t  k	f c g  l p d	b l  g p
3	m  s	r n r  n h m	p g  c m
4	t  l	f h f  k l t	b d  p g
5	b  h	p r w  f m h	p g  r d

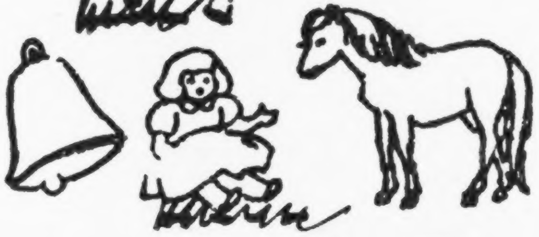
Name ______________________________

Read the story.
Say the beginning sound of the missing word.
Draw a line under the right picture.

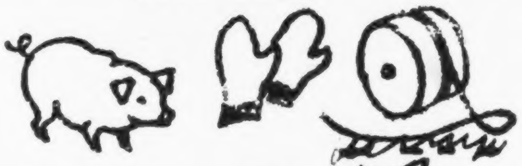
Dick has a ball and a b________



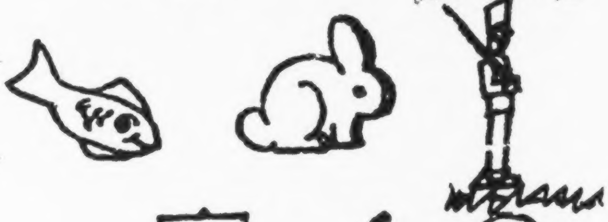
Jill plays with her d________



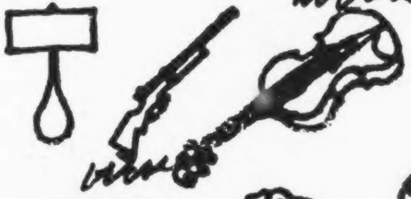
Jack likes his red Y________



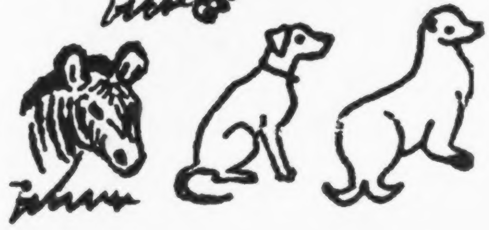
Sue found a toy s ________



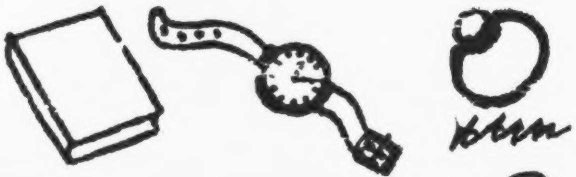
Paul can hunt with a g________



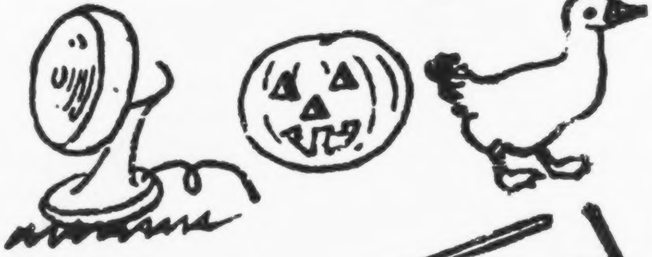
Sam went to see the z ________



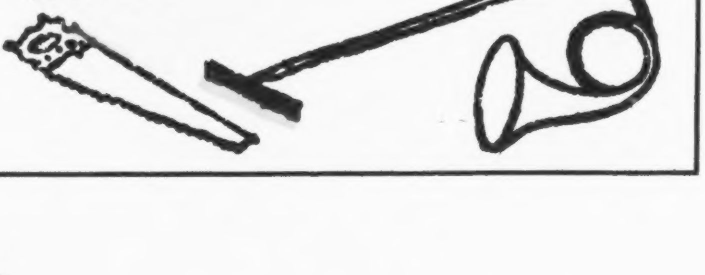
Penny has a new r________



Nancy has a f________



Bill blows his h________



TUESDAY

TEST OF ABILITY TO PRINT LETTERS NAMED

Instructions for form R8A-71

Explanation

This test examines the pupils ability to write upper and lower case letters from dictation. This skill involves not only auditory discrimination but is a valuable index of the pupils kinesthetic abilities.

All second grade pupils should be given this examination as well as all pupils who fail the Ability to Recognize Phonetic Elements Test. (R9-71).

Materials

Teacher: The order for presenting the letters is as follows:

Upper Case T R L C P S I X F O B N A

M H G E K Z U Y D Q J V W

Lower Case m t s r u x o h k p c z i

e v f n a j w y b d l g q

The teacher should pause 8 seconds between each letter named.

Pupils: Test Form R8A-71, one form for upper case, one form for lower case.

Directions

The teacher should be sure no alphabet is in sight during the testing period.

Present form R8A-71. Proceed as follows:

"I want to see if you can print the letters I name. Look at your test paper. Find the box #1. Place your finger on the number 1. In box #1 print the capital letter 'T'."
(Teacher observes pupils.)
Enunciate clearly, allow time for the pupils to print the letters but move the group along rather rapidly. If some children spend too long a time on one letter, direct as follows:

"Never mind that letter. Just skip it. Now try this letter in the next box." (Identify box by number.)

"Now find box #2. In box #2 print the capital letter 'R'."

Continue following this procedure for the 26 capital letters. A second test form for lower case letters should be distributed for testing at a later period.

The procedures for testing Ability to Print Letters Named (Lower Case) are similar.

Scoring

Passing, Upper Case 26
Lower Case 26

The scores obtained for this test should be entered on the Summary Sheet R20-71.

Pupils who fail this test should be given practice with prescriptive materials forms R248-71 through R250-71.

R 8A-71

Pupil's Name ______________________________ Date _________________

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28

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Prescription for the test "Ability to Print Letters Named." (R8-71)

The following procedure should be used if the pupil does not get 26 items correct on test R8-71.

1. The pupils who fail this test need additional practice in auditory discrimination and kinesthetic development.

Prescriptive Instructions for forms R248A-71 through R250-71

R248 through R250

GRAPHEME-PHONEME - WRITING SEQUENCE

When children in kindergarten or first grade have learned to recognize and name the letters of the alphabet (graphemes) they should then be taught the relationship between sounds (phonemes) and the graphemes which represent those sounds.

As each letter-sound relationship is learned, the child may also be taught to correctly print both the upper and lower case letter.

Level 1:

For each letter, the child is provided with a practice page. This page contains a series of pictures with initial sounds of the letter being studied. The teacher and pupil discuss these pictures as introduction to the phoneme-grapheme relationship. Picture meaning should also be discussed if necessary.

The child then uses the paper as a practice page for direct tracing of the letter. (If desired, the paper could be inserted under an X-ray film and grease pencil or grease crayola could be used for practice.) The child should do direct copying practice as long as the teacher feels it necessary, and under direct teacher supervision. (R248A-71)

Level 2:

The child is given a paper with the letters on one line and a space is left directly under for direct copying of the letters. If necessary, a child should use more than one of these practices. (R249-71)

Level 3:

The child uses same copy in step 2 for a sample but copies on his own paper instead of under the sample.

Level 4:

The child is given a paper with series of pictures. These are all pictures which have been used in introducing sounds. The teacher should review the pictures to be sure there is no question about them. Under each picture lines are provided to print UC - LC letters. (R250-71)

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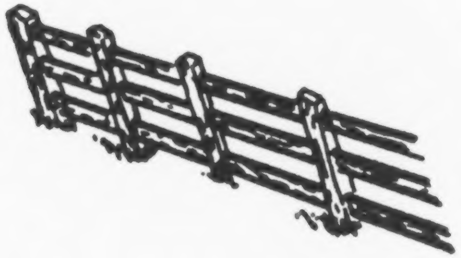
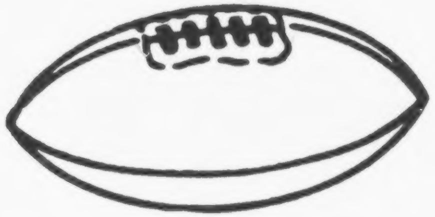
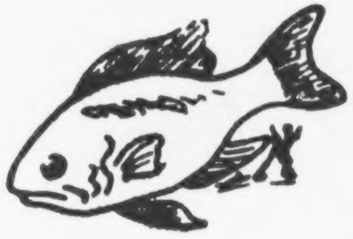
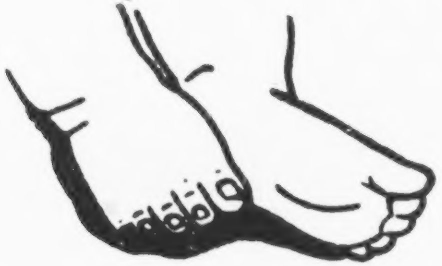
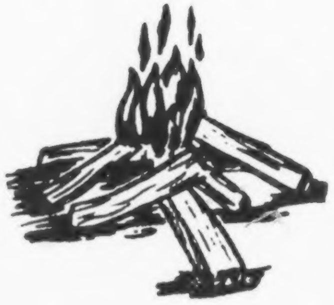
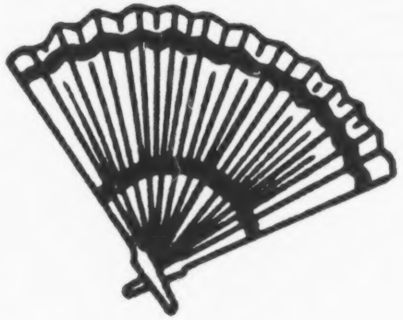
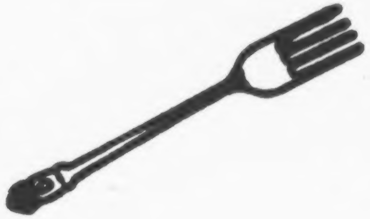
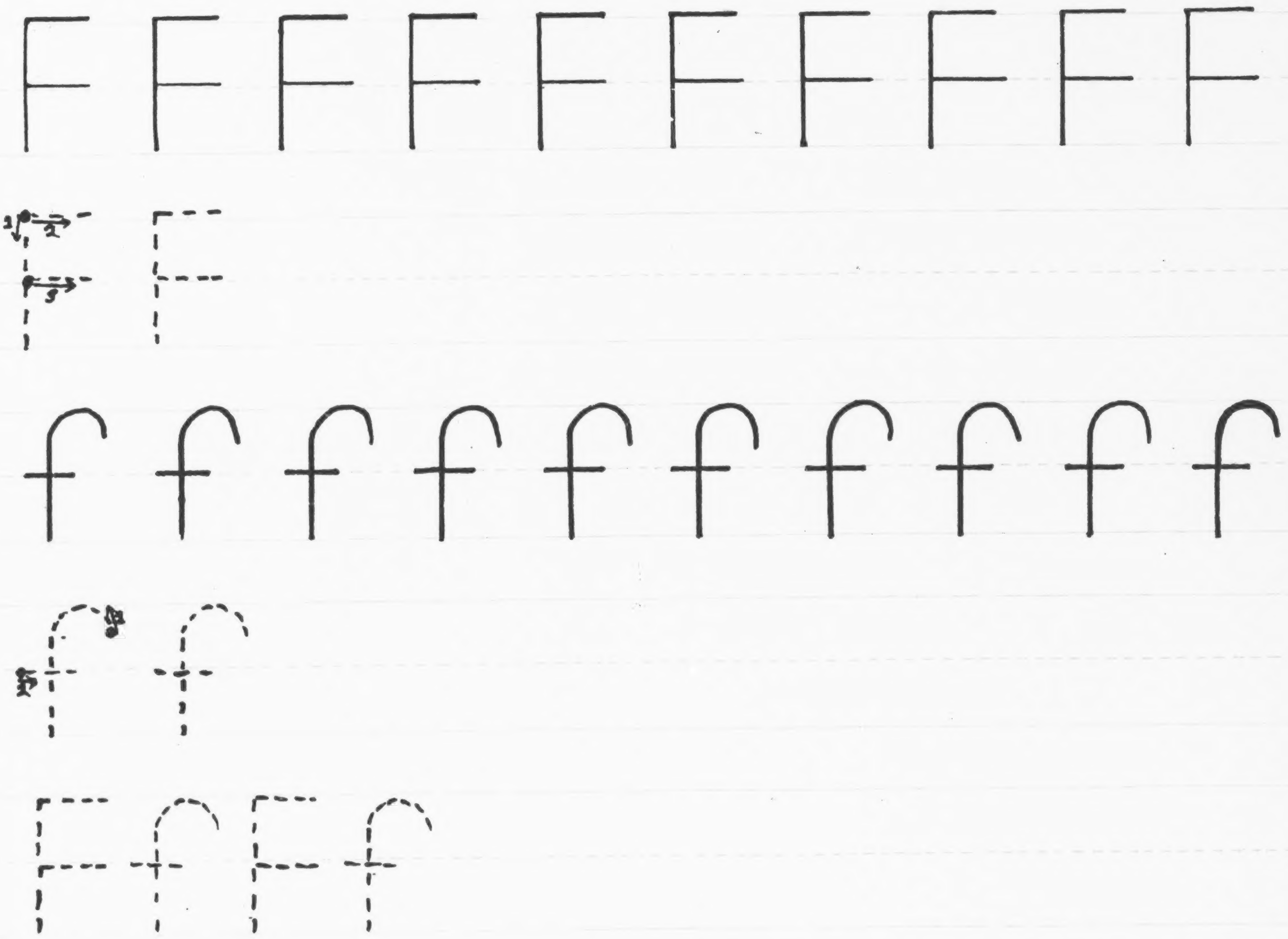
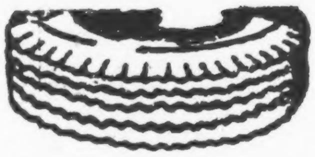




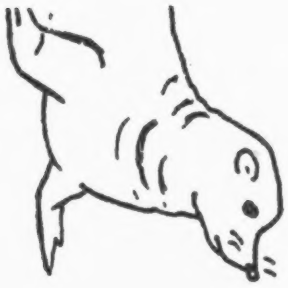
f f f f f f f f f f

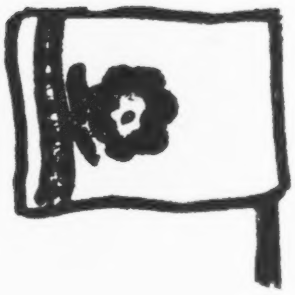





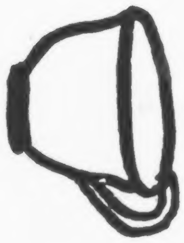
F f F f F f F f F f F f











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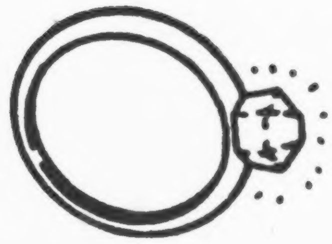

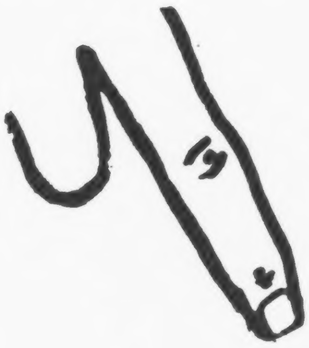

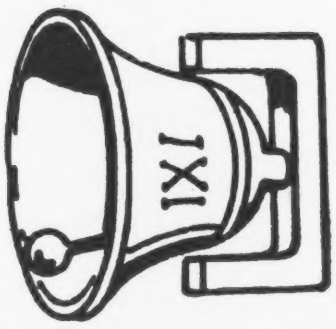

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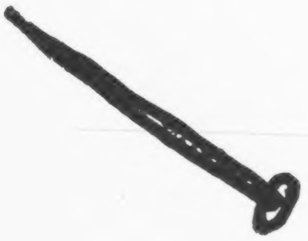

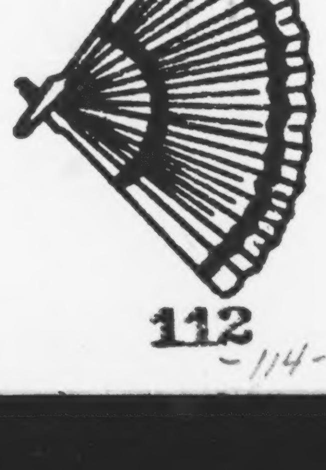

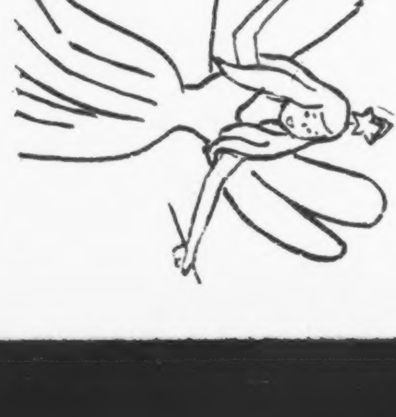

R 250-71

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WEDNESDAY

R 9-71

ABILITY TO RECOGNIZE PHONETIC ELEMENTS

Instructions for Form R9A-71

Explanation — This test measured higher auditory discrimination skills relating to blends and vowel combinations in various positions within spoken words. All grade two and three pupils should be given this test.

Materials — Pupil: Test Form R9A.

Directions — Distribute Test Form R9A
Proceed as follows:
Pass out form R9A-71.

"Today we are going to see how well you can listen for certain sounds in words. Look at box number 1 on your answer sheet. Now listen to this word - credence."
(Repeat credence a second time.)

"Draw a circle around the letters that make the first sound you hear in the word credence."
(Each stimulus word should be repeated twice.)

Pupils are to listen for the first sound in
2. thuringer
3. freedom
4. stenographer
5. clinical
6. whisper
7. plentiful
8. slippery
9. flourescent
10. scold
11. prevent
12. blatant
13. bridle

STOP and say
"Now in number 14 you are to listen for the first three letters which make the first sound in the word threshold."
(repeat threshold)
15. shredded
16. sprinkle
17. splashy
18. straighten
19. scrutiny

STOP and say
"In number 20 you are to listen for the last sound you hear in the word aircraft."
(Repeat aircraft)
21. disturb
22. precept
23. evident
24. dottish
25. lizard
26. flung
27. deterrent
28. result
29. helm
30. depart
31. barn
32. debunk

STOP and say
"In number 33 you are to circle the three letters which make the last sound you hear in the word health."
(Repeat health)
34. glimpse
35. people

STOP and say
"In number 36 you are to listen for the sound which you hear in the middle of the word. What two letters make the sound you hear in the middle of the word bead?"

(Repeat bead)

37. road
38. raid
39. soil
40. mood

It is important that each stimulus word be pronounced twice.

Scoring

Particular attention should be directed to error patterns which may come in the beginning, ending or medial positions.

Norms: 30

Pupils scoring below norms should be given practice with prescriptive materials forms R251-71 through R255-71.

Record score and error pattern on the Summary Sheet R20-71.

R 9A-71

ABILITY TO RECOGNIZE PHONETIC ELEMENTS

Name: ____________________
Date: ____________________
Grade: ____________________

1 cr fl sl	2 th tr pr	3 fr pl dr	4 cl sc st	5 sw cl cr
6 sp wh sl	7 st pl fl	8 sl sc sw	9 bl fr fl	10 sp sc st
11 pr br cr	12 bl dr br	13 bl cr br	14 thr str spl	15 shr str spl
16 thr scr spr	17 spl str spr	18 shr thr str	19 spr spl scr	20 pt ft rt
21 er rb br	22 pl ct pt	23 nt rt pt	24 sp sh st	25 rn rt rd
26 st rn ng	27 ng nt en	28 lt ld lm	29 lp lm lt	30 rd rt rb
31 rn rm rt	32 nt nk ck	33 lts thr lth	34 pse spm spe	35 lpe ple elp
36 ea eo eu	37 ou oa oe	38 ao ai ae	39 oo oe oi	40 oo eo oi

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R 251-71

Prescriptive materials for the test "Ability to Recognize Phonetic Elements." (R9-71)

The following procedure should be followed if a student fails to get 30 items correct on R9-71.

1. If the pupil fails this test, additional auditory and kinesthetic training is needed.

Prescriptive Instructions for forms R251A-71 through R255-71.

R251A - In the box under each picture, write "st" for each picture that begins with this blend. Do this work orally with the students.

R252 - Read the sentences. Have the students make new words by changing the first letters of each boxed word to one of the following blends:

bl, br, cl, dr, fl, fr, gr, pl, sl, sp, st, tr

R253 - The student writes the blend heard in each picture-word.

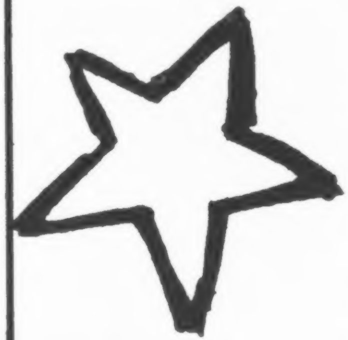
R254 - Say the name of the picture.

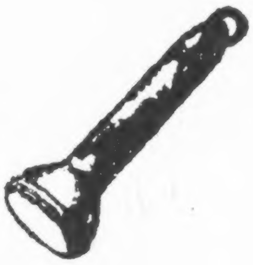
a. Place the beginning sound in the first box.
b. Place the medial sound in the second box.
c. Place the ending sound in the last box.

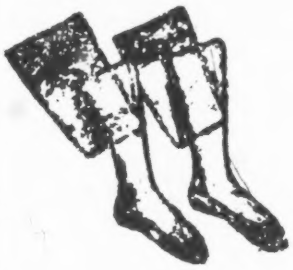
R255 - Do row I with the group. The rest should be independent work.

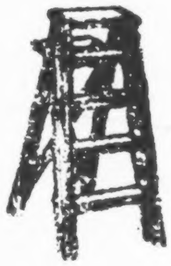
R 251A-71

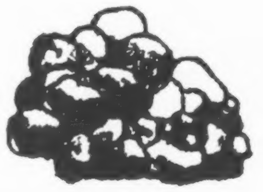
INITIAL CONSONANT BLEND st

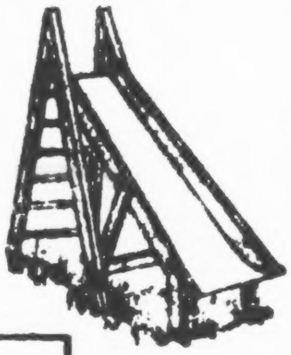


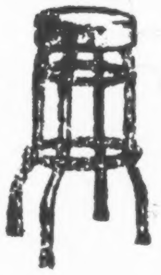


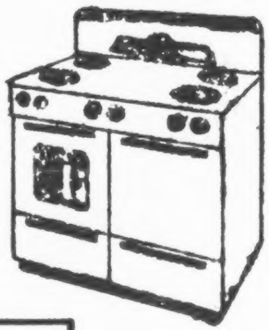


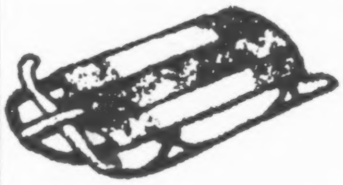


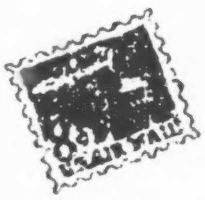


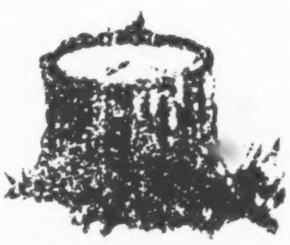


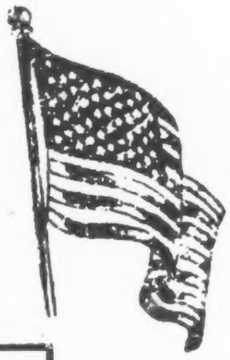


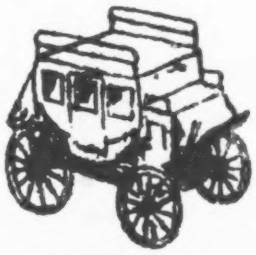


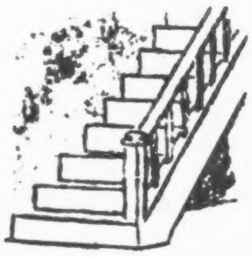


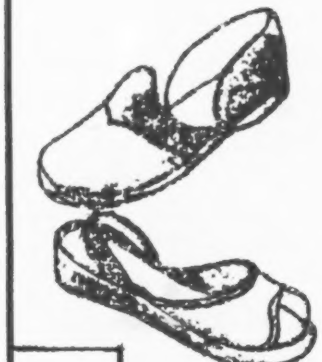


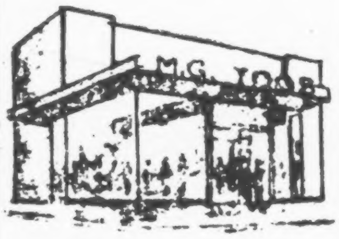












R 252-71

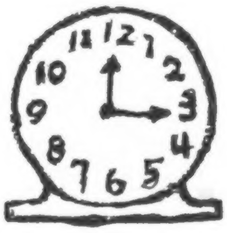
Name ______________________________

1. Jane went down the hill on her ______
2. The baby played on the ____________
3. Mother said, "Don't ________ the eggs."
4. The squirrel ran after the __________
5. The _____ dog played with the kitten.
6. I eat ice cream with a ______________
7. We walked down the long __________
8. The leaves are _______ and yellow.
9. Sally fell down and began to _______
10. I am _______________ that you came
11. The funny ________ has a ______ hat
12. Can you ________ here and ________?

bed
door
top
dog
back
soon
tail
seen
by
bad
down
day

R 253-71

Name ______________________________

1

12
1
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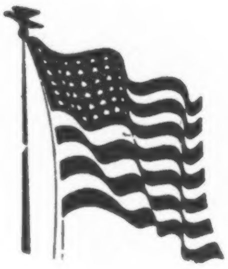
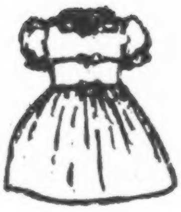
11



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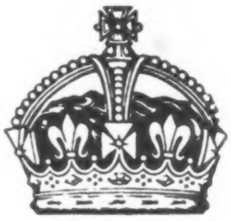
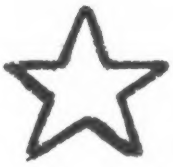
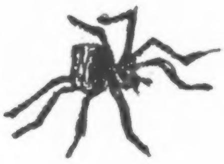

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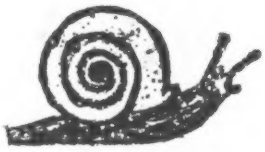
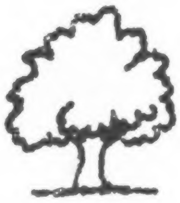
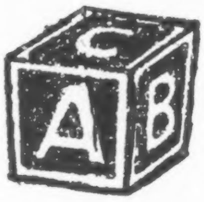

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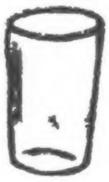
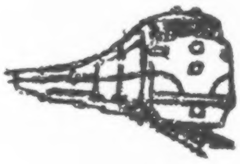
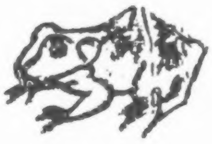

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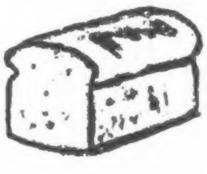
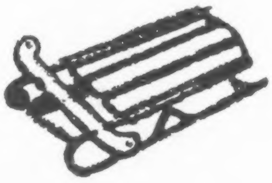
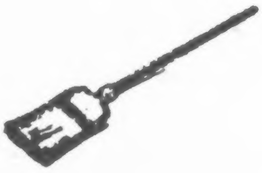

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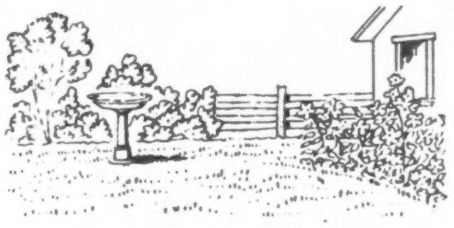

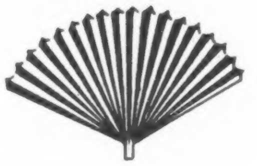

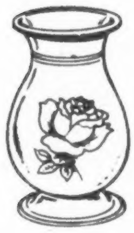

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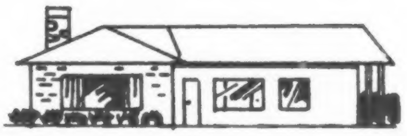

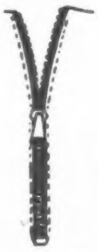

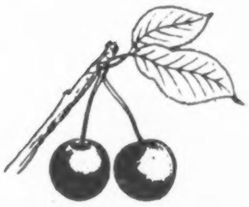

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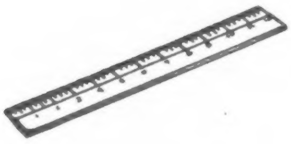

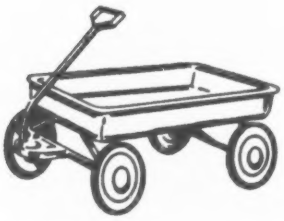

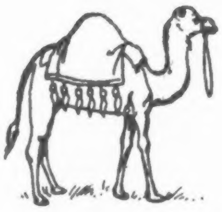

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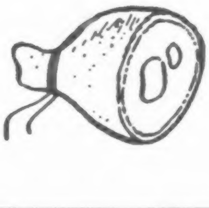
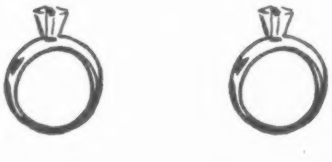
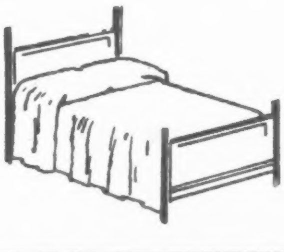






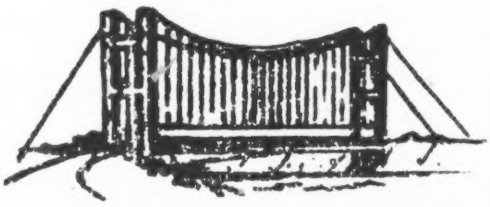
R 255-71

Name____

Directions

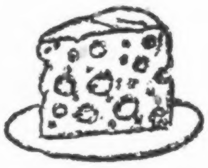
Name the picture in each box below. Then, read the four words in each box. Make a circle around the word that names the picture. Be careful! The four words may look the same, but they don't sound the same.

bride **blink**



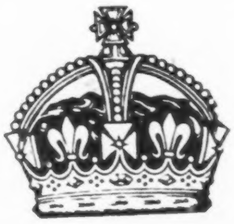
bridge **bring**

choice **chess**



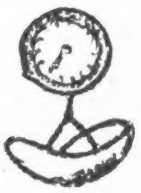
chase **cheese**

croon **crane**



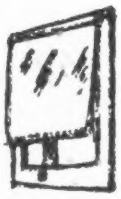
crown **clown**

stale **scale**



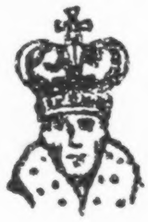
scowl **stall**

share **spade**



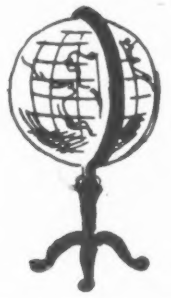
shawl **shade**

kick **king**



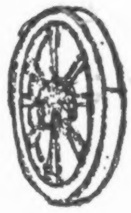
cling **kink**

globe **glob**



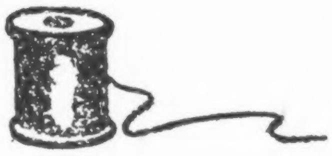
glade **glide**

while **whirl**



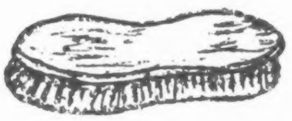
wheel **wield**

dread **throne**



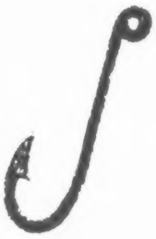
tread **thread**

blotch **branch**



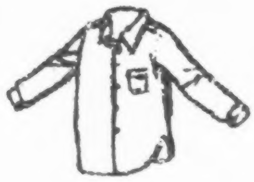
blush **brush**

hoot **hawk**



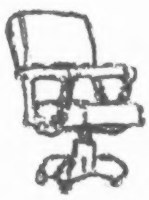
hook **hunk**

chirp **short**



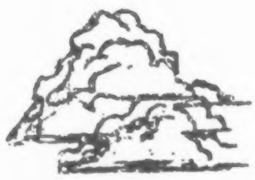
skirt **shirt**

chair **share**



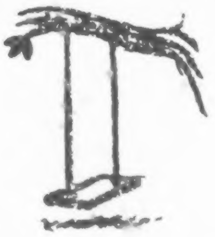
cheer **chore**

clawed **cloud**



crowd **clod**

string **sting**



spring **swing**

3-

WEDNESDAY

R 10-71

ABILITY TO PRINT PHONETIC ELEMENTS

Instructions for Form R10-A

Explanation — This test measures auditory memory of selected phonetic elements in the beginning and ending word positions.

This test should be given to all third and fourth grade pupils.

Materials — Pupil: Test form (R10A-71)

Directions — Distribute Test Form R10A-71
Proceed as follows:
"In this test you are to listen for certain sounds in words. Listen to this word bilingual."
(Repeat bilingual)

"In blank #1 print the first letter of the word bilingual."

For all subsequent stimulus words, repeat the word twice.

2. macerate
3. haddock
4. annuity
5. nautilus

STOP and say
"In number six you are to print the two letters that make the first sound in the word prison."
(Repeat prison)

7. slovenly
8. blithering
9. crucible
10. clemency
11. thurible
12. fraudulent
13. plaque
14. whiting
15. stalactite
16. fluctuate
17. swelter
18. bromide

STOP and say
"In number 19 you are to print the three letters which make the first sound in the word scribbler."
(Repeat scribbler)

20. thrombus
21. spleen
22. strontium
23. shriek
24. sprocket

STOP and say
"In number 25 we are going to do something different. You are now to listen for the last sound. Remember listen carefully to the ending sound.
Which letter makes the last sound you hear in the word relief."
(Repeat relief)

26. summon
27. limp
28. void
29. perenial
30. martinet
31. homonym

Manning - University of Minnesota

STOP and say
"In number 32 you are to print the two letters that make the last sound in the word hereford.
(Repeat hereford)

33. insult
34. flung
35. spearmint
36. intern
37. disturb
38. aircraft
39. scampish
40. helm
41. debunk
42. precept
43. recant
44. import
45. which

Scoring

Particular attention should be directed to the position of error.

Record errors of beginning or ending positions on the summary sheet R20-71.

Norm - 35 correct

Pupils who score below grade norm should be given practice with prescriptive materials forms R257-71 through 262-71.

R 10A-71

ABILITY TO PRINT PHONETIC ELEMENTS

Name:____________________
Date:____________________
Grade:___________________

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	45
36	37	38	39	40
41	42	43	44	45

Manning - Univ. of Minn.

Prescriptive materials for the test "Ability to Print Phonetic Elements." (R10-71)

The following procedure should be used if a child fails to get 35 items correct on test R10-71.

1. If a student fails this test, auditory training should be given where the children are to identify beginning or ending sounds from sets of words pronounced by the teacher.

Prescriptive Instructions for forms R257A-71 through R261-71

R257A - Start the training orally. The children are to say the picture-word and place a blind or diagraph in the beginning, medial, or ending position.

R258 - Independent practice.

R259 - The student is to write the beginning or ending phonetic element.

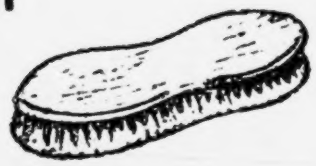
R260 & R261 - Activities for reinforcement.

R 257A-71

Name____

1

sh



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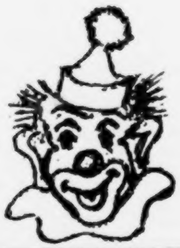

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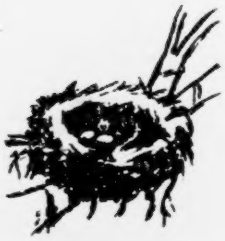

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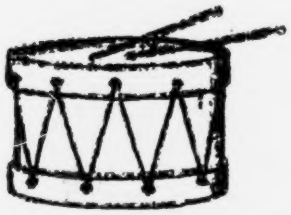
2

dr



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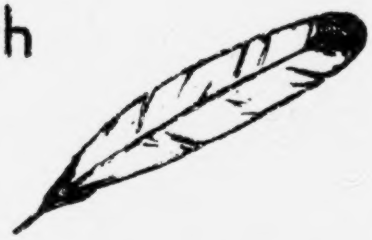

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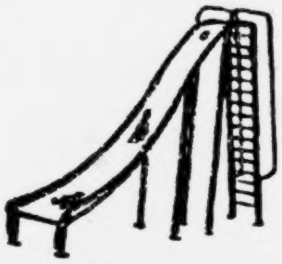

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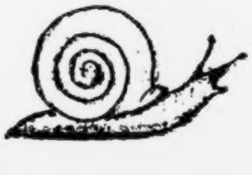

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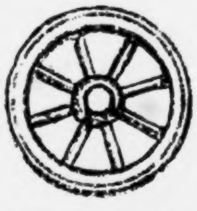

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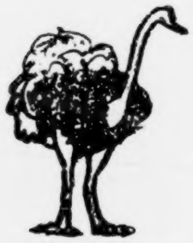

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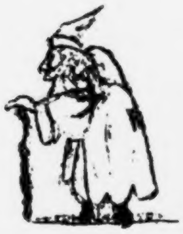

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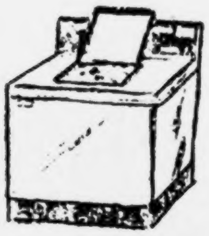

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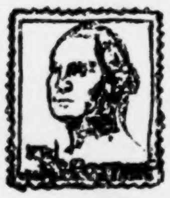
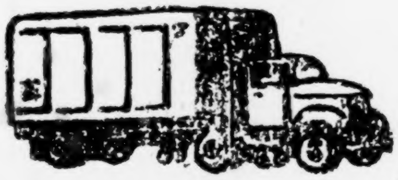
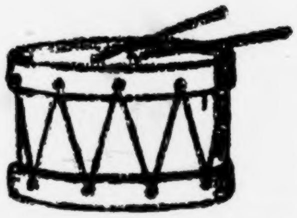


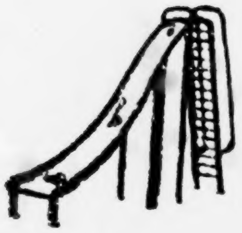
R 258-71

Name ______________________________

1







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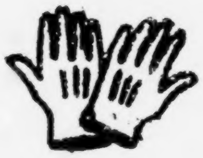

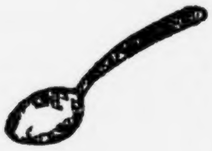

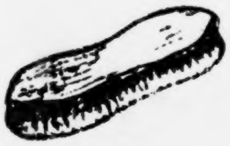

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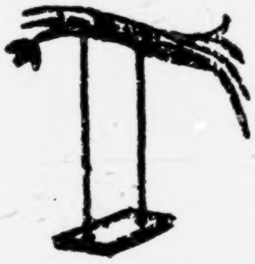

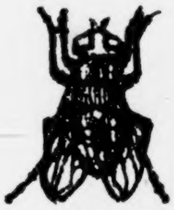

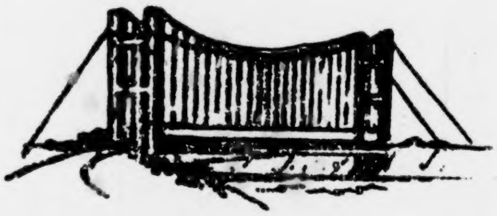

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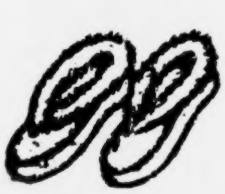

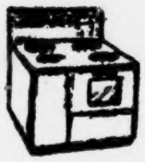

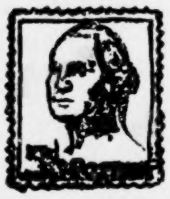

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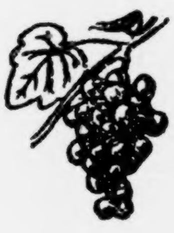

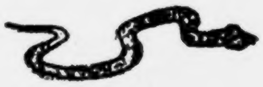

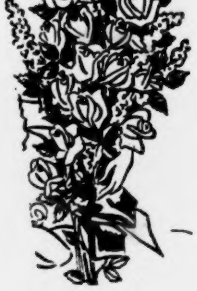

R 259-71

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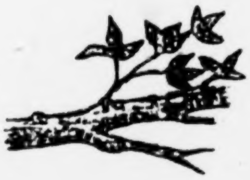
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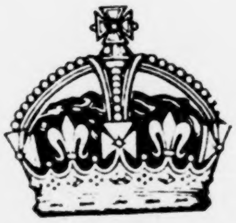
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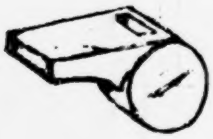
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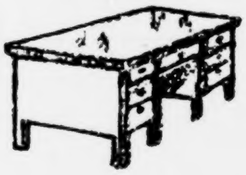
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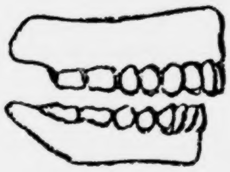
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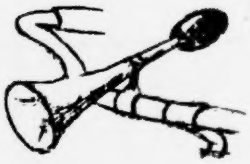
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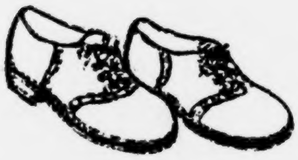
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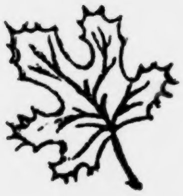
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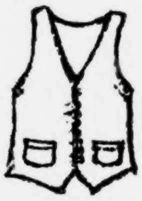
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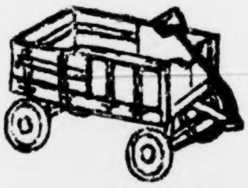
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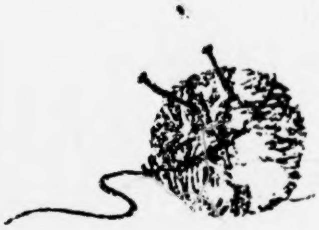
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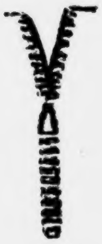
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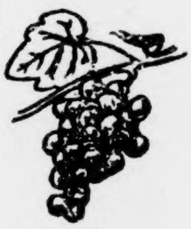
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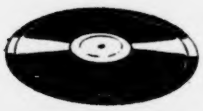
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ACTIVITIES FOR REINFORCING AUDITORY PERCEPTION OF INITIAL AND FINAL BLENDS

(a) Play a listening game. Repeat many words beginning with one blend, such as pl, but inject a few words beginning with different sounds. Say: "Play, plate, bee, plenty, pledge, peanut." Direct the children to clap when they hear the words that begin with the pl sound.

(b) Around It Goes: Use a blend wheel with a cardboard arrow fastened to the middle of the wheel. Various blends are printed around the outside edge of the wheel. Have a child spin the arrow and let it stop on a blend. Call on a child to give a word beginning or ending with the specified blend before a count of ten is reached. The child gets a point if he succeeds.

(c) Cl, Fl, Pl, Blends: Have the children stand. Begin with cl. The first person must give a word that begins with cl, the next person one that begins with fl, and the next one that begins with pl. If you miss, you must sit down. Remember the words must begin with just these letters (cl, fl, pl.)

(d) Playing Baseball: Make bats from stiff paper. Print one of the blends for review on each bat. Make more than one bat with the same word on it. Each child picks out a bat and must say a word that starts or ends with the blend on the bat. If the word is correct the child may keep the bat and is considered to have hit a home run. If the word is not correct, the child must put the bat back.

(e) Blend Game: This game may be played with five blends. The blends may be tr, fr, br, gr, and dr. These five blends may be put on five cards and each child should be given the five cards. The leader should say a word and the children should hold up the card that tell the first two letters in the word. Words that can be used are: trade, branch, draw, gray, free, grand, dress, train, brave, Friday, breath, grass, friend, trap, brick, travel, dry, bridge, and grow.

(f) Go Fish Blend Game: A deck of cards is printed with consonant blends, words beginning with consonant blends and pictures illustrating the words on it. Children attempt to obtain "three of a kind." This game teaches the beginning blend sounds in an interesting way. A commerically prepared game.

(g) Webster Word Wheels: Set of commerically prepared word wheels for practice on blends.

(h) S.R.A. Word Games for Initial Consonant Blends: Numbers 12, 13, 14, and 15.

(i) Language Master: Refer to Phonics Series, Set 2 (consonant blends) cards number 1 - 40.

Initial and Final Consonant Digraphs

(1) Sample Lesson for Diagraphs: ch sh

(a) Close your eyes and listen to the words I am going to say. Think how they are alike.

children choose chin cheese chain

Open your eyes. What did you notice about all the words? Yes, they begin alike. They begin with the letters ch. (Write ch on the board.) Say these words after me

children choose chin cheese chain

(b) Close your eyes. Listen carefully. Fold your arms every time you hear a word that does not begin with ch.

chalk china chop suey chase Chimpanzee
sled checkers heavy child close
chest chipmunk cherry chocolate small

(c) Open your eyes. Can you tell me a word that begins like cheese? Tell your neighbor a word that begins like ch.

WEDNESDAY

PRIMARY PHONETIC SPELLING TEST

Explanation

This test measures pupil abilities in phonetic spelling. Examined is the pupil's ability to hear the sounds in words and to print graphemic representations of those sounds.

This test may also assist the teacher in grouping pupils for spelling instruction. All grade three pupils and pupils who have failed the Intermediate Phonetic Spelling Test should be given this examination. (R12-71)

Directions

Pupils should be instructed to attempt to spell each word whether or not its meaning is known. Pass out a sheet of paper to each student. Have each student place his name on the paper and number from 1 to 20. Each word should be repeated twice.

1. start
2. brother
3. upon
4. first
5. afternoon
6. short
7. behind
8. camp
9. finish
10. clamp
11. shut
12. garden
13. grant
14. wish
15. world
16. church
17. month
18. event
19. inform
20. contact

Scoring

Any spelling in which all the sounds of the word are correctly written in the order contained in the stimulus word should be considered correct.

In correcting, teachers should note error patterns of beginning, and ending medial positions.

Norm: 15 correct

Pupils who score below the norm should be given practice with prescriptive material forms R263A, 263B, 263C-71.

Record score on the Summary Sheet, R20-71.

ACCEPTABLE SPELLINGS FOR PRIMARY PHONETIC SPELLING TEST

1. start - start
2. brother - brother, bruther, brather, brothur, bruthur, brathur
3. upon - upon, uppon, apon, appon
4. first - first, furst, ferst
5. afternoon - afternoon, afturnoon, aftarnoon, aftirnoon
6. short - short, shoret
7. behind - behind, behiyend
8. camp - camp, kamp
9. finish - finish, finush
10. clamp - clamp
11. shut - shut
12. garden - garden, gardin, gaurden, gaurdin
13. grant - grant

14. wish - wish
15. world - world, werld, wurld
16. church - church, cherch, chirch, chertch
17. month - month, munth
18. event - event
19. inform - inform
20. contact - contact, kontact, contackt

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Prescriptive materials for the test "Primary Phonetic Spelling Test." (R11-71) If a student should fail test R11-71, the following procedures should be given consideration.

1. Begin practice in the skill with words selected from the reader with most common blends; st, br, sh, cl, ch, gr, etc.
2. The children should be instructed to attempt to spell each word.
3. Reteach the blends that are causing errors.
4. Continue testing daily or weekly as necessary.
5. Call attention to words in all teaching situations, starting with the blends. Continue to develop the awareness of the student.
6. The attached list could be utilized for spelling words. (Forms R263A, R263B and R263C).

a
I
too
to
two
the
in
see
into
and
up
blue
she
yellow
he
go
you
we
big
red
jump
it
play
down
for
old

is
me
look
can
good
brown
six
be
today
not
little
one
black
my
at
all
so
by
do
are
him
her
on
green
eat

four
said
away
run
they
what
going
did
who
like
come
had
saw
no
long
yes
an
three
this
around
was
just
ten
get
if

soon
its
some
from
fly
then
but
as
under
before
walk
stop
out
his
make
your
ride
help
call
here
sleep
cold
will
pretty
them
when
around
an
white
funny
put

bake
of
say
or
ran
work
with
there
about
after

what
ask
sing
must
five
myself
over

cut
let
again
new
well
have
how
keep
drink
sit
made
went
has
seven
right
why
please
upon
give
once
together
us
tell
ate
where
many
warm
laugh
alive
how
come

buy
very
hold
would
hot
open
light
their
pull
may

goes
small
find
could
fall
think
far

found
read
were
best
because
grow
fast
off
draw
bring
got
always
much
does
show
any
try
kind
wish
carry
know
only
pick
don't
gave
every
which
our
want
thank

better
clean
been
never
those
write
first
these
both
shall
own
hurt

eight
wash
full
use
done
start

WEDNESDAY

R 12-71

INTERMEDIATE PHONETIC SPELLING TEST

Explanation This test measures the highest levels of auditory-visual association and auditory memory span.

This test should be administered to all pupils in grades 4, 5, 6.

Directions Pupils should be instructed to attempt to spell each word. Pass out a sheet of paper to each student. Have each student put his name on the paper and number it from 1 to 20. Each word should be repeated twice.

1. whisper
2. final
3. convict
4. municipal
5. population
6. department
7. personal
8. thermometer
9. provision
10. examination
11. disaster
12. systematic
13. elaborate
14. circumstance
15. telegram
16. independent
17. magnificient
18. persistence
19. marmalade
20. hippopotamus

Scoring Any spelling in which all the sounds of the word are phonetically written in the order contained in the stimulus word should be considered correct.

In correcting, teachers should note error patterns of beginning, ending or medial position.

Norm: grade 4 - 15
5 - 16
6 - 18

Pupils who score below the norm should be given practice with prescriptive materials forms R264A-71.

Record score on the Summary Sheet, R20-71.

Acceptable Spellings For Intermediate Phonetic Spelling Test

1. whisper - whisper, whispur, whispurr, wisper, wispur, wispurr, two s's in any of these spellings is acceptable.
2. final - final, finel, finul, fineul, fineall, fineel, fineull.
3. convict - convict, convickt, convikt, any of these spellings with a beginning K is acceptable.
4. municipal - municipal, muniscipal, munisciple, munissipal, munissiple.
5. population - population, populaytion, populayshun, populashon.
6. department - department, departmint, departmant.
7. personal - personal, personul, personle, pursonal. Any of these spellings beginning with purse, or pers is acceptable.

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8. thermometer - thermometer, thermomater, any of these beginning with thir or thur is acceptable.
9. provision - provision, provishon provishun.
10. examination - examination, examinashun, ellsamination, eggsaminashun.
11. disaster - disaster, disasther, disassther, dizaster, dizasstha.
12. systematic - systematic, systematick, sistematic, sistimatick, systumatic, systumatick. Any of these spellings with a double t in atic is acceptable.
13. elaborate - elaborate, eelaboreate, double l's or the eight for ate is acceptable.
14. circumstance - circumstance, sircumstance, surcumstance, circomistance, sircomestance. Any of these spellings with ants or ans instead of ance are acceptable.
15. telegram - telegram, tellegram, either of the above spellings with an a instead of the second e is acceptable.
16. independent - independent, independant, indeependent, indeependant.
17. magnificent - magificent - magnifisent.
18. persistence - persistence, pursistence, purrsistence, any of these spellings with endings ance or ants instead of ence are acceptable.
19. marmalade - marmalade, marmulade, either of these with endings of laid or layed is acceptable.
20. hippopotamus - hippopotamus, hipopatamus, hippopatamus, hipopotamus. Any of these spellings which end in muss are acceptable.

Prescriptive materials for the test "Intermediate Phonetic Spelling Test." (R12-71)

If a student should fail this test, the following suggestions should be given consideration.

1. Follow suggestions made in "Primary Phonetic Spelling Test", R11-71.
2. The attached list could be used for spelling words, (form R264A-71).

ONE HUNDRED WORDS MOST OFTEN MISSPELLED BY CHILDREN IN THE ELEMENTARY GRADES*

their
too
there
they
then
until
our
asked
off
through
you're
clothes
looked
people
pretty
running
believe
little
things
him

because
thought
and
beautiful
its
went
where
stopped
very
morning
something
named
came
name
tried
here
many
knew
with
together

swimming
first
were
than
two
know
decided
friend
when
let's
mother
another
threw
some
beach
bought
getting
going
course
woman
animals

it's
started
that's
would
again
heard
received
coming
to
said
wanted
hear
from
frightened
for
February
once
like
they're
cousin

all right
happened
didn't
always
surprise
before
caught
every
different
interesting
sometimes
friends
children
an
school
jumped
around
dropped
babies
money

*Diagnostic and Remedial Teaching, Glen Myers Blair, 1956

THURSDAY

R 101A-71

MINI-COURSE IN

Writing Behavioral Objectives

Lesson One: Differentiating Between Goals and Objectives

1.0 Definitions of Goals and Objectives

Any teaching methodology that will result in learning must specify the end result to be obtained. As the Chesire Cat told Alice, "If you don't know where you are going, then any path will take you there." The more obscure the definition of ends, the more difficult the design, development, validation and evaluation of the program (the series of activities to get there). The more specific the end to be obtained, the greater the ease to generate sequential and logical steps to get there.

Goals are general statements of ends. They are a necessary first step in the planning cycle. But they are a first step; usually they are quite global and as a result, are subject to a variety of interpretations. At presen most of the ends to be achieved in education are stated as goals.

An objective contains an explicit specification of the outcome expected. When an end is stated as an objective, little doubt is left as to what, specifically, is to be achieved. Objectives are stated in terms of behavior of performance.

GOALS	General, many interpretations
OBJECTIVE	End result specified

1.1 Example

"Every child shall learn to read."

1.1.1 Is this a goal, or is it an objective? Answer:____________________.

1.1.2 If you said: goal, you were right. It is a general statement with many interpretations.

1.1.3 If you said: objective, why were you wrong? Does the statement tell us what kind of performance the child will be able to exhibit? Not really--just that he will learn to read. What is "reading"? What level of difficulty is read, Dick and Jane or Hamlet? You don't know. Are you told when we can expect the achievement of reading? By the end of first grade, high school . . .? You see how this statement does not specify an exact outcome?

1.2 A quick quiz

Mark those statements that seem like goals with a "G", those that seem more like objectives with an "O".

_____1.1.1 To become a responsible citizen.

_____1.1.2 To spell 15 words from a spelling list.

_____1.1.3 To really understand democracy.

_____1.1.4 To appreciate music.

_____1.1.5 To give a three-minute sales talk.

_____1.1.6 To state four rules of addition.

_____1.1.7 To orally translate a French phrase into English.

_____1.1.8 To value reading.

_____1.1.9 To pronounce five given words.

_____1.1.10 To correct an error in spelling.

How did you do? Have you noticed a clue in differentiating between goa and objectives? Look at the verbs. See it, now? Okey, tell me:

1.3 A rationale

Society formulates goals. Ignoring sub-cultural goal conflicts, there are commonly accepted ends to be accomplished. Society then creates institutions to achieve it goals. These institutions have a responsibility to derive process/product systems to achieve their set of goals. Only be defining specifically what is to be accomplished, can any institution effectively make long-range plans to achieve defined ends.

Education is an institution created by society to achieve its youth preparation goals. Educators are charged with translating society's educational goals into objectives; they must write objectives that clarify, quantify and define society's desired outcomes. Until education can specify its objectives, it cannot develop programs that will accomplish the goals set for it.

THE HEART OF AN OBJECTIVE IS SPECIFICITY.

1.4 Components of an objective

In order to be a well-written objective, most experts agree that four components must be included.

1.4.1 (What) The specific BEHAVIOR observable when accomplished.

1.4.2 (Who) A specific statement of THE INDIVIDUALS (S) who will exhibit the behavior.

1.4.3 (How) The specific PERFORMANCE CONDITIONS under which the behavior will occur.

1.4.4 (Measurement) The specific CRITERIA OF SUCCESS to be obtained. What evidence will be acceptable as proof that the objective has been achieved? What competency is demanded: What instrument/method will be used to obtain the evidence?

1.5 Identifying components of an objective

Given the following objective, write the answer to each of the following questions:

"When asked to select and match a group of 20 objects containing ten identical pairs, the student will select eight of the identical pairs in three minutes."

1.5.1 What behavior is specified?

1.5.2 Who will behave?

1.5.3 Under what conditions will he behave?

1.5.4 What criteria of success is demanded of him?

1.5.4.1 What evedence will be accepted as proof of achievement?

1.5.4.2 What degree of competency will be demanded for success?

1.5.4.3 What measurement instrument is used to gather the evidence?

1.6 Exercise in writing an objective

Write an objective in your area of competency trying to specify all four components of a well-written objective.

Objective:

1.6.1 What behavior is specified?

1.6.2 Who will behave?

1.6.3 Under what conditions will he behave?

1.6.4 What criteria of success is demanded of him?

1.6.4.1 What evidence will be accepted that the objective has been achieved?

1.6.4.2 What degree of competency is demanded?

1.6.4.3 What measurement instrument is used to gather the evidence?

Exchange exercise 1.6 with your neighbor and see if he agrees with you.

MINI-COURSE IN

Writing Behavioral Objectives

Lesson Two: Observing Behavior

2.0 Definition of behavior

Behavior is acting--a way of doing something. In order to test whether expected behavior has occurred, a teacher must be able to see something happen. Behavior is, then, observable (and, hopefully, measurable).

2.1 Stating an objective in behavioral terms

To know whether the learner's behavior, after instruction, is the desired outcome, an objective is stated in observable terms--defining specifically what behavior is to be the product of the instruction.

2.2 Exercise in identifying an objective stated in behavioral terms:

Here are three statements; mark an "X" in front of the one which is stated in behavioral terms.

_____ 2.2.1 The student will be able to pronounce the sounds "C" and "Z".

_____ 2.2.2 The student will understand the difference between sounds "C" and "Z".

_____ 2.2.3 The student will really understand the difference between sounds "C" and "Z".

Statement 2.2.1 tells what observable behavior the student will be able to exhibit. He will be able to reproduce the sounds of specified letters.

Statement 2.2.2 states that the student will understand the difference between the sounds given. It is not clear how the teacher will know whether or not the student has achieved the desired learning. What behavior can be observed that will assure the teacher that the student understands the difference between the sounds? None is specified.

Statement 2.2.3 is no different than 2.2.2. The adverb "really" adds nothing to the definition of the behavior that should occur after instruction. (Inwriting objectives, avoid using a definitive for a non-behavioral word--instead, define by behavioral terms.)

ANSWER 2.2.1

2.3 A second exercise in identifying a behavioral objective:

Let's try again...which of these two statements is expressed in behavioral terms?

2.3.1 The student will know the legislative processes in the American Federal Government.

2.3.2 Given ten true-false questions on the American legislative processes, the student will be able to correctly identify which statements are true and which are false.

Statement 2.3.2 specifies what observable behavior the student will exhibit. He will identify which statements about the American legislative processes are true and which are false.

Statement 2.3.1 says the student will know the American legislative processes, but the teacher will be unable to tell when the student "knows" or what overt behavior will indicate it.

Answer: 2.3.2

It is true that knowledge is the acquisition of information--and that this is certainly a behavior. But it is not only difficult for the teacher to identify the point at which the student "knows", it is virtually impossible. This is unless there is a specification of an observable behavior when "knowing" has been attained. "Knows", "understands" and other indefinite terms can be used in objectives only if defined by observable/measurable criteria,... as indicated... by" or other exact specification.

Behavior activities must, then, be specified in OBSERVABLE TERMS that represent the behavioral process desired as an outcome. Explicit specificity is demanded in stating objectives.

2.4 Rewriting a behavioral objective

Take this objective:

"The student will learn to appreciate music."

What behavior is observable when the student "appreciates" music?

Behavior:

Rewrite the objective so that an observable behavior is specified.

R 103A-71

MINI-COURSE IN

Writing Behavioral Objectives

Lesson Three: Classifying Behavior

3.0 A behavioral classification system

A taxonomy is a system of classification of entities. Dr. Benjamin S. Bloom, of the University of Chicago, working with a team of educational psychologists, has devised a system of classifying behavior. The system is known as: BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES.

Bloom's Taxonomy (a common reference) divides behavior into three measurable domains.

3.1 Cognitive Domain*: This covers all behaviors emphasizing the intellectual processes of the learner. Ascending levels of the cognitive domain are:

--recognition and recall of memorized information,
(Knowledge)

--using what has been learned,
(Comprehension)

--applying past learnings in a new situation,
(Application)

--relating a whole to its parts or the parts to the whole,
(Analysis)

--combining elements into a new whole, and
(Synthesis)

--making judgments through a standard of appraisal.
(Evaluation)

3.2 Affective Domain**: This covers attitudinal, emotional and valuing behaviors of learners reflected by interests, appreciations and feelings. Although more difficult to describe specifically and more difficult to measure than the cognitive domain, it is equally, if not more, important. Ascending levels of the affective domain are:

---

*Handbook I has Bloom listed as editor with co-authorship credit to Egehart, Furst, Hill and Krathwohl.

** Handbook II has Krathwohl and Masin listed as co-authors.

--passive attention to stimuli,
(Receiving)

--reacting to stimuli,
(Responding)

--behavior showing internal acceptance of a value,
(Valuing)

--commitment to a set or grouping of values, and
(Organization)

--total behavior consistent with internalized value systems.
(Characterization)

3.3 Psychomotor Domain*: This includes behaviors concerned with the physical skills. Elements of neuro-physical behavior in ascending levels:

--sensing cues that normally lead to action,
(Perception)

--readiness to perform,
(Set)

--learning to respond by imitation or trial and error,
(Guided Response)

--habitual response, and
(Mechanism)

--a complex motor action with a high degree of skill,
(Performance)

3.4 Examples of the domains

Complete the following sentences with one of the domains: cognitive, affective or phychomotor

If the learner:

3.4.1 ...recalls the answers to questions in a teacher-developed quiz--this involves his mental processes, so it is a ____________________behavior being exhibited.

Answer: Cognitive

3.4.2 ...brushes his teeth after each meal as part of a personal dental care program--he is exhibiting an acceptance of the value of removing food particles from his teeth or an ________ ____________________behavior.

Answer: Affective

---

*Based on a position paper by Simpson and later developments by Gagne'.

3.4.3 ...prints letters displayed on the blackboard on the paper provided him--he must use his neuro-muscular skills; this, then, is a ________________ behavior.

ANSWER: Psychomotor

3.5 The Dominate Domain

We have discussed the three major categories of behavior as separate and complete within themselves, and they are--when acted in isolation. But, that complex organism, man, seldom behaves in isolation. Instead, he is constantly bombarded with multivariant stimuli; and when he responds, an observer may have to subjectively decide to which stimuli he is responding and into which category the response fits.

As a case in point, in 2.5.3.1, the pupil calls back from the storage of his memory specific learnings the teacher has recently provided and uses them to answer questions on a teacher-constructed quiz. There is little doubt in the teacher's mind that the pupil is responding in the cognitive domain. For her instructional purposes this is true, but let us go one step further. Why is the pupil answering? He has accepted his role as a learner and is responding to an internalized value system of acquiring an education in which the teacher instructs and the student learns. In that sense, the specific response is really part of a larger value system and belongs in the affective domain. However, we, as observers, would agree that the cognitive domain is more dominate.

We can extend this by pointing that out in 2.5.3.2. Brushing teeth is a psychomotor behavior, but is context of the statement, it becomes an indicator of accepting a value system; therefore, it is primarily an affective behavior. The same is true of 2.5.3.3 where printing letters might well be recall of how the letters are formed or a cognitive behavior. But as stated, the objective is primarily concerned with a psychomotor skill.

In classifying behavior, use the most dominate category the response seems to indicate. If your classification is in disagreement with another teacher's and, after discussion, each remains convinced that he is correct, then his classification is correct for him...and yours for you.

When writing behavioral objectives, try to state them so specifically that little doubt is left as to which category the response will fit. Strive for specificity.

3.6 A knowledge test

To test your ability to identify the three behavioral domains, as classified by Bloom, place the following letters in the blank provided to indicate the dominate domain:

C for Cognitive Domain
A for Affective Domain
P for Psychomotor Domain

_____3.6.1 To add two columns of numbers correctly...

_____3.6.2 To shoot a free throw with a basketball...

_____3.6.3 To withdraw and read an autobiography from the library without being given an assignment...

_____3.6.4 To start a collection of different issues of American stamps..

_____3.6.5 To vote for a candidate of your choice...

_____3.6.6 To name all the presidents of the United States...

_____3.6.7 To freehandedly copy a drawing from a book...

_____3.6.8 To skip a rope ten times consecutively...

_____3.6.9 To start a savings account at the bank in order to buy a bike..

_____3.6.10 To spell ten words correctly.

ANSWERS: 1-C, 2-P, 3-A, 4-A, 5-A, 6-C, 7-P, 8-P, 9-A, 10-C

3.7 Write two behavioral phrases for each of the domains:

Cognitive:

Affective:

Psychomotor:

Exchange 3.7 with your neighbor and negotiate an agreement that you are right!

MINI-COURSE IN

Writing Behavioral Objectives

Lesson Four: Deriving Objectives

4.0 Writing and using behavioral objectives

There is no way for you to suddenly develop a total set of behavioral objectives as your operational teaching base. It is a difficult, time-consuming and complicated process. Don't try to do it all at once. Instead, take a small, manageable part of your instructional program, one that you understand best. Commit yourself to a series of objective statements. Don't accept your first effort as though it were "etched in stone". Your objectives should always be considered "modifiable" in the light of changing conditions and efforts to clarify.

There are procedural steps which will help you--a systematic approach to deriving objectives.

4.1 Steps in writing a behavioral objective

4.1.1 Step One

Identify the goals for your specific class. Why does your class exist? If your resource support were suddenly threatened, how could you "justify" the necessity for maintaining your class? There should be one over-riding statement. This one statement, then, should be broken into ten (or eight--or twelve) "subgoals". They could be subject matter, time-phased or broken into other manageable units, a little closer to what is desired as outcomes.

4.1.1.1 State your class goal:

4.1.1.2 State subgoals of this:

Subgoal One:

Subgoal Two:

Subgoal Three:

Subgoal Four:

Subgoal Five:

There are more, but we have to stop...

4.1.2 Step Two

Identify the entry level skills and behaviors of your students, describe the characteristics they exhibit when they come to you.

Now, project your thinking to the end of the year. Describe the ideal "product" of your course of instruction. What characteristics will he exhibit when you have completed your "treatment"--when he has gone through the series of activities you will have planned for him?

Your job for the year is clearly outlined. You must help the students progress from where they are to where they are to go.

4.1.2.1 Identify student entry level characteristics:

4.1.2.2 Identify student exit point characteristics:

4.1.3 Step Three

Select one skill area for your beginning. (As one is completed, take the next and move through all skill areas you will work in.) The entry point and "target" are specified (Step Two). Now, delineate the ten (or eight--or twelve) steps required to "transform" the student from what he is to what you want him to be. Write goals for each of these ten steps--then rewrite them as behavioral objectives. You can go into as much detail as you feel is needed, but a "practical" amount of detail is suggested.

The third step is limited only by your ability to invest energy. Each skill and each behavior you consider within your realm should be expressed behaviorally.

Turn to the exercises that follow (the next five pages).

4.1.3.1 Example of writing a behavioral objective

General Goal:

Students should enjoy reading.

Objective:

1. Who will perform the action?

   Each fourth grade student.

2. What specific activity or behavior is called for?

   Will voluntarily read five books.

3. How, under what conditions, will the activity be performed?

   During each school year.

   Without teacher assignment.

4. Evaluation:

   A. What evidence will be acceptable?

   All books checked out of the library.

   B. What degree of competency will be demanded?

   None, books checked out will be assumed to be read.

   C. What measurement instrument will be used to gather evidence?

   A count of books checked out of library.

4.1.3.2 Another example of writing a behavioral objective

General Goal:

Students should be provided with skills which will assist them in entering the world of work.

Objective:

1. Who will perform the action?

   Each eighth grade student.

2. What specific activity or behavior is called for?

   Write a letter of application for a job.

3. How, under what conditions, will the activity be performed?

   Given a description of a job opening for which he is qualified.

4. Evaluation:

   A. What evidence will be acceptable?

   A written letter of application.

   B. What degree of competency will be demanded?

   A complete letter of application containing all items in the checklist.

   C. What measurement instrument will be used to gather evidence?

   Departmental checklist of elements of acceptable letters of application.

4.1.3.3 Completing a behavioral objective

General Goal:

Student should learn to read with comprehension at his own level of capability.

Objective:

1. Who will perform the action?

   Each student.

2. What specific activity or behavior is called for?

   Will demonstrate his reading comprehension when*...

3. How, under what conditions, will the activity be performed?

4. Evaluation:

   A. What evidence will be acceptable?

   B. What is the minimum acceptable performance?

   C. What instrument will be used to gather documentation?

*Complete from this point on.

4.1.3.4 Writing a behavioral objective

General Goal:

Objective:

1. Who will perform the action?

2. What specific activity or behavior is called for?

3. How, under what conditions, will the activity be performed?

4. Evaluation:
    A. What evidence will be acceptable?
    B. What degree of competency will be acceptable?
    C. What measurement instrument will be used to gather evidence?

4.1.3.4 Writing a behavioral objective

General Goal:

Objective:

1. Who will perform the action?

2. What specific activity or behavior is called for?

3. How, under what conditions, will the activity be performed?

4. Evaluation:

   A. What evidence will be acceptable?

   B. What degree of competency will be acceptable?

   C. What measurement instrument will be used to gather evidence?

4.1.4 Step Four

You have completed an objective, written in behavioral terms and with a built-in measurement. This is only one of a series necessary to achieve your goal. When the series is completed, it should be checked against the following criteria:

4.1.4.1 Orientation: Are your objectives stated with focus on the learner? Granted, you will want to set objectives for yourself--but the bulk of what you want to achieve will necessarily be learner-oriented. After all, the school exists for learning--not teaching.

4.1.4.2 Relevancy: Do your objectives directly relate to the real world? Can learners see why they should achieve these?

4.1.4.3 Feasibility: Are your objectives achievable--in light of your learners? --in the specific learning environment in which you will be using them? Do they "cover" all to be achieved?

4.1.4.4 Management: Can you control and manage this set of objectives? Is the measurement component a part of a cohesive whole or many unrelated fragments? How does this set of objectives fit into the job to be done this year? Is this set internally consistent--with other sets--with the goal structure?

4.1.4.5 Communication: Can another teacher read them and know precisely what you mean? Can you communicate with parents and students using your objectives to pinpoint issues?

SAMPLE OBJECTIVE

APPRAISAL FORM

COMPONENTS:	Identified Yes	No	Quality Good	Fair	Poor	Comments:
BEHAVIOR						
INDIVIDUAL (S)						
PERFORMANCE CONDITIONS						
EVALUATION: EVIDENCE						
COMPETENCY						
INSTRUMENT						

CRITERIA CHECK:	Specified* Yes	No	Quality Good	Fair	Poor	Comments:
ORIENTATION						
RELEVANCY						
FEASIBILITY						
MANAGEMENT						
COMMUNICATION						

* not specified in the written objective, but specified in instructional planning

GENERAL COMMENT:

THURSDAY

R 13-71

ABILITY TO NAME LETTERS SHOWN

Explanation This individual test measures the pupil's ability to name the upper and lower case letters. All kindergarten and first grade pupils should be given this test as well as all other pupils who fail the Ability to Relate Upper to Lower Case Letters (R3-71.)

Scoring Record number of letters known on the Summary Sheet R20-71.

Materials Teacher:
Flashcards of upper and lower case letters. (Flashcards used for Ability to Recognize Letters Shown Test may be used for this test.)
The order of letters presented is listed on the chart below, R13A-71.

Directions Give individually. Teacher holds the card for the pupil to see. Pupil responds with the name of the letter. Teacher records on form R13A-71.

TEST OF ABILITY TO NAME LETTERS
UPPER CASE

	T	R	L	C	P	S	I	X	F	O	B	N	A	M	H	G	E	K	Z	U	Y	D	Q	J	V
Claire W.																									
Mike W.																									
Mary M.																									
Judy B.																									

TEST OF ABILITY TO NAME LETTERS
LOWER CASE

	m	t	s	r	u	x	o	h	k	p	c	z	i	e	v	f	n	a	j	w	y	b	d	l	g
Ralph E.																									
Betty D.																									
Carol M.																									
Marie B.																									

R 13A-71

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
FORM TO RECORD ABILITY TO NAME LETTERS SHOWN

Name	T	R	L	C	P	S	I	X	F	O	B	N	A	M	H	G	E	K	Z	U	Y	D	Q	J	V	W	Score

Name	m	t	s	r	u	x	o	h	k	p	c	z	i	e	v	f	n	a	j	w	y	b	d	l	g	q	Score

Prescriptive materials for the test "Ability to Name Letters Shown." (R-13-71)

1. Students that fail this test need nore intensive training in auditory and visual discrimination. Utilize the materials listed under "Direct Matching of Letters" and "Visual Discrimination of Letters Shown." (R200-71 through R219B-71)

THURSDAY

LEARNING RATE

Explanation This test measures the number of words which may successfully be presented during vocabulary teaching periods. Knowledge of pupil learning rate provides the quickest and surest method of grouping for beginning reading instruction. (To be given to all students starting with beginning reading instruction and all grades thereafter.)

Materials Flashcards on which words to be used are printed.

Teacher: Flashcards on which words to be used are printed.

Directions Because many pupils have extensive vocabularies, it is best to check the words with the pupils before giving them as a test. Eliminate known words and make substitutions.

The words should be unfamiliar to the student and should include a few words of abstract nature such as straighten, hither; a few words offering phonetic difficulty such as biscuits and icicles; the remaining words should be of a concrete and colorful nature such as envelope, camel, magazine, toothbrush, mattress, etc.

Beginning grade one: Teach entire class all words. Test individually.

Primary-Intermediate grades: Teach 3 groups - high, average, low, decided on the basis of available achievement tests and/or teacher judgment. Use different words for each group.

	TOTAL NO. OR WORDS	COLORFUL*	ABSTRACT*
Grades 1 - 3			
High	8	6	2
Average	7	5	2
Low	5 or 6	4 or 5	1
Grades 4 - 8			
High	10	7	3
Average	9	6	3
Low	7 or 8	5 or 6	2

About ten minutes should be spent in the morning before recess teaching the words to the class or group.

Proceed as follows:

"Look at this word."
(Teacher presents word "toothbrush.")
"This word says "toothbrush". Do any of you use a toothbrush in the morning?"
(Pupils raise hands.)

*Colorful words - words that evoke mental images (clock, monkey, grandfather.)
*Abstract words - words that are considered apart from an object (because, whenever, however.)

"That's fine, this word says toothbrush and it is something we use in the morning to brush our teeth."

(Teacher should surround word with as much meaning as appropriate for understanding by all pupils.)

Teahcer introduces next word.
Teacher reviews word toothbrush.

All words should be reviewed after each new word is presented.

After recess, should follow the testing and reteaching. This procedure should be repeated in the afternoon before the pupil goes home. The following morning test for word recognition and meaning. The number of words retained by the pupil after the final test is the pupil's learning rate and indicates the number of words a pupil may learn without confusion. The learning rate can improve.

Review prescriptive materials form R266A-71.

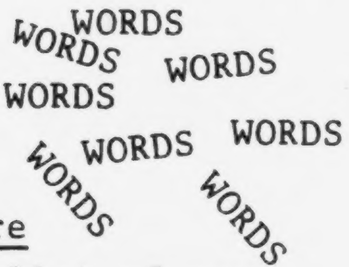
Scoring Record number of correct responses in Section IV of the Summary Sheet R20-71.

Prescriptive material for the test "Learning Rate" (R14-71.)

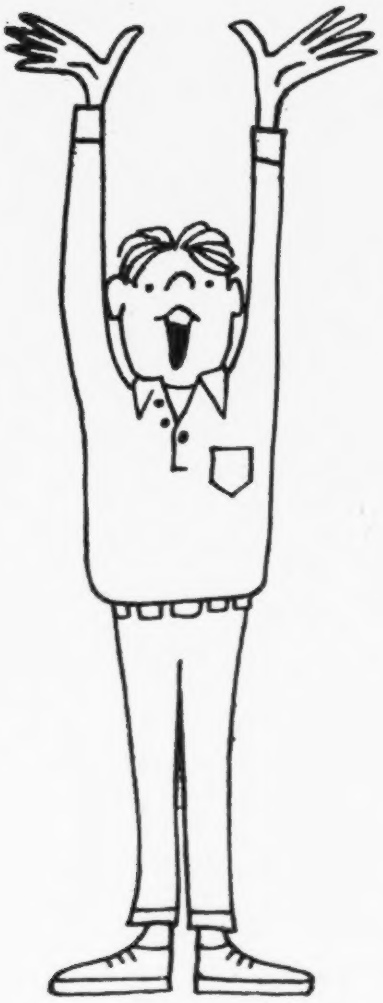
1. Adjust the teaching to the learning rate of the student. Although it may seem minimal at first, success will bring results. Increase the rate as the child progresses.
2. Review form R266A-71.

R 266A-71

HOW MANY WORDS - - - - - ?



How many words can a student learn per day? Here is how to find out ----- Just before the first recess, use flashcards to present a list of new words. Use some colorful words that are easily remembered such as rocket, airplane, etc. and also some function words. Give about ten words to Group I and fewer words to Groups II and III. Groups should be tested on separate days. Have the children look at the words and say the words. After recess, test the students to see how many words they remember. Test them again just before they go home for the day. The following morning give them another test. The number of words remembered determines the learning rate of the student. He should not be expected to learn more words each day than his learning rate allows. This includes reading and spelling. As the student begins to feel more successful in learning words his learning rate will increase.



——— TEACHING OCCURS WHEN LEARNING DOES, AND ONLY THEN.

THURSDAY

R 15-71

PHONETIC PRODUCTION INVENTORY

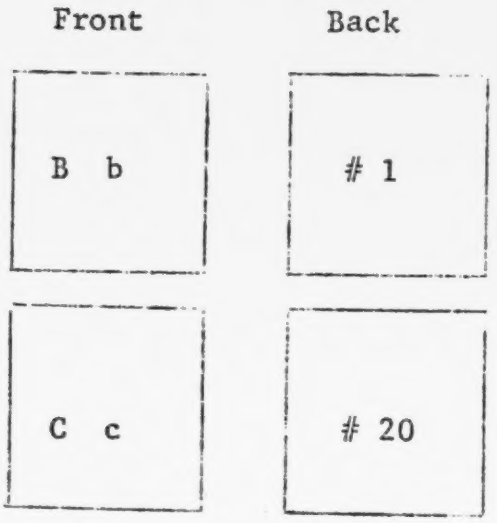
Explanation — This test requires the pupil to produce the sounds of thirty consonants and blends.

This individual test should be given to students in grades 1, 2, and 3.

Materials — 40 3" x 5" index cards on which are printed the following letters. Number Cards on reverse side.

Example:

Example:



Bb Tt Cc Ll Rr Ss Pp Nn Ff Hh

Dd Mm Kk Zz Jj Yy Ww Gg Vv

cr th fr st cl wh pl sl fl sc pr

bl br thr shr spr spl str scr ft sh

Use manuscript form for all cards. Recording Sheet

Directions — Present items in the order as indicated above, asking the pupil to give the sound for each letter (s).

Scoring — On the Recording Sheet score (+) or (-) for each sound given. If the pupil cannot correctly produce 13 consonant sounds do not continue testing blend items. (R15A-71)

Manning - University of Minnesota

R 15A-71

RECORDING SHEET
PHONETIC PRODUCTION INVENTORY

Pupil's Name ______________________________ Date ______________

Grade ______________________________

1 Bb	2 Tt	3 Cc	4 Ll	5 Rr
6 Ss	7 Pp	8 Nn	9 Ff	10 Hh
11 Dd	12 Mm	13 Kk	14 Zz	15 Jj
16 Yy	17 Ww	18 Gg	19 Vv	20 cr
21 th	22 fr	23 st	24 cl	25 wh
26 pl	27 sl	28 fl	29 sc	30 pr
31 bl	32 br	33 thr	34 shr	35 spr
36 spl	37 str	38 scr	39 ft	40 sh

Manning - University of Minnesota

Prescriptive materials for the test "Phonetic Production Inventory." (R15-71) If a student should fail to get 13 items correct on test R15-71, the following procedure is recommended.

1. It is important that the pupils are able to hear and produce the thirty consonants and blends.
2. Children should be grouped with others that have like problems. Reteach the consonants and blends needed using the suggestions in previous sections. (R251A-71 through R261-71).

THURSDAY

R 16-71

LISTENING COMPREHENSION TEST

Explanation

This test measures the pupil's capacity to understand and to a limited degree, use spoken English.

Ability to understand spoken English is a requisite for reading instruction. Unless a pupil can understand the meaning of words and sentences used at certain grade levels, little success in reading will be achieved at those levels.

Paragraphs of increasing levels of difficulty are used for this test. Use paragraphs from readers.

Materials

Teacher: Listening Comprehension paragraphs.
Summary Sheet for Reading Skills Survey, R20-71.

Directions

The testing should begin with the paragraph from a book at the enrolled grade level of the pupil.

Proceed as follows:

"I am going to read a story aloud to you, then I will ask you some questions about the story. Listen carefully. The first story is about (give title) ____________."

Read the story in a normal voice, with normal expression and speed. Hold the pupils attention through frequent eye contact.

When you have finished the reading of the story, ask factual interpretive, critical, and affect questions. Record comments in "norm" column of Listening Comprehension Test.

Scoring

It is not necessary to use higher level paragraphs if the pupils succeed at enrolled grade level paragraph. Seventy-five percent (75%) comprehension is a minimum success score.

The obtained Listening Comprehension level should be entered on the Summary Sheet, R20-71. The score will be the reader level from which the selection was taken.

Prescriptive Materials

If a R20-71 student should fail 75% as a minimum score, he should be given practice with prescriptive materials R268-71 through R278.

Prescriptive materials for the test "Listening Comprehension Test." (R16-71)

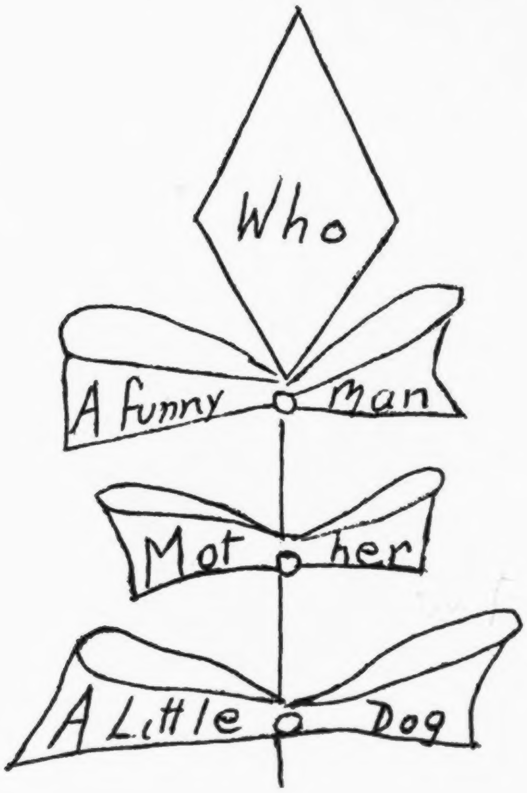
If a pupil fails to get 75% as a minimum score on test R16-71, the following procedures are recommended:

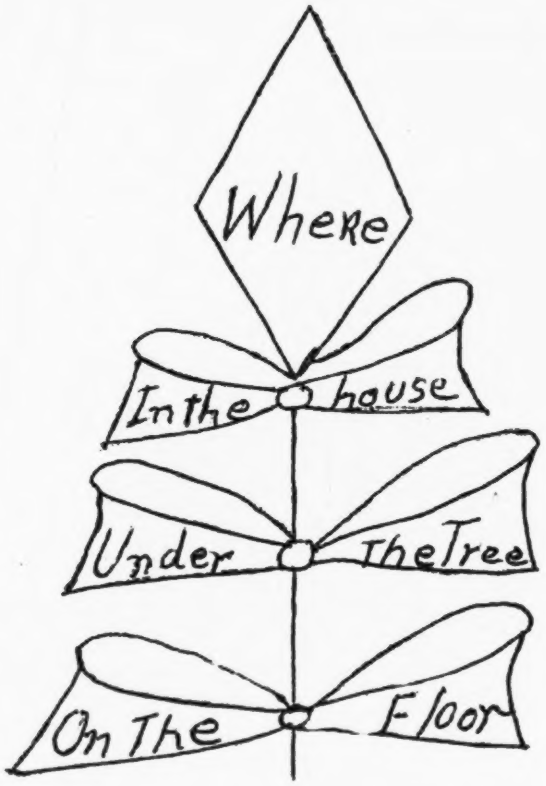
1. The suggestions listed on forms R268A-71 through R278-71 are extremely beneficial to the student that is in need of additional work with comprehension.

READING FOR COMPREHENSION

A. Phrases

(1) Kite Game: Teacher makes a kite on which are printed the words Where, When, Who, and How; Prepare numerous bows on which are printed phrases that fit the above categories. A child draws one bow from a pile on the table - he must read it correctly and place it on the tail of the correct kite. Two teams may complete against one another to see which can make their kites have the longest tails in an alloted time period. Example:





(2) Mother Can: Children have two cards on which are printed: yes and no; teacher flashes phrase card....if mother can do what the card says children hold up yes; if mother cannot do it the no card is held up by each child.
Example phrases to be flashed:

(a) eat apples
(b) have some milk
(c) go around again
(d) push a wagon
(e) have a party
(f) swish to town
(g) hop upstairs
(h) play at school

This game may be modified so that any person named "can" - Example: Baby Can, Jane Can, etc....Even an animal might be the subject.

(3) Color Game - Can It Be?: Teacher cuts colored circles from construction paper and staples circles to the top of box (like shoe box), only one color for each box. Teacher prepares phrases for each color. Example:

(a) an orange pig
(b) a red bird
(c) a blue flower
(d) a purple dog
(e) a blue fish
(f) a green orange

B. Sentences

(1) Activity game for comprehension of prepositions and directions: Each child has a red, yellow, and blue ball cut from construction paper. The children do what the directions tell them to do: Teacher flashes these direction cards.

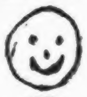
(a) Put the red ball up
(b) Put the blue ball down
(c) Put all the balls under (the desk)
(d) Put all the balls up
(e) Put the yellow ball on the floor
(f) Put the red ball on your head.
Etc...............

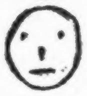
The above directions could be printed on a chart and the teacher could call the number out.

(2) Sentences Comprehension Seatwork: On lined primary paper ditto these parts of sentences with directions to paste the right part from sheet #2 on the right line to make a complete sentence.

Sheet #1	Sheet #2
Where did	do that Penny?
You are a big	Tip go?
Penny can not	with me," said Dot
"Come Play	boy, Jack.
How did you	find her mittens?
Here comes	is mine.
Mother has	my Daddy now.
Does Janet like to	help Mother?
This red mitten	to bed with Tip.
Let the kitten go	gone to find Tip.

(3) Comprehension and Recall Seatwork - Ditto sentences with these directions:

Draw a  if it is not true (if it makes you smile.)

Draw a  if it is true.

Example: (a) Jack is a good dog. ☺
(b) Janet is a kitten. ☺
(c) We will give milk to the mitten. ☺
(d) Your bed has milk in it. ☺
(e) Janet has to have sleep. ☺
(f) It is good to sleep in a dish. ☺

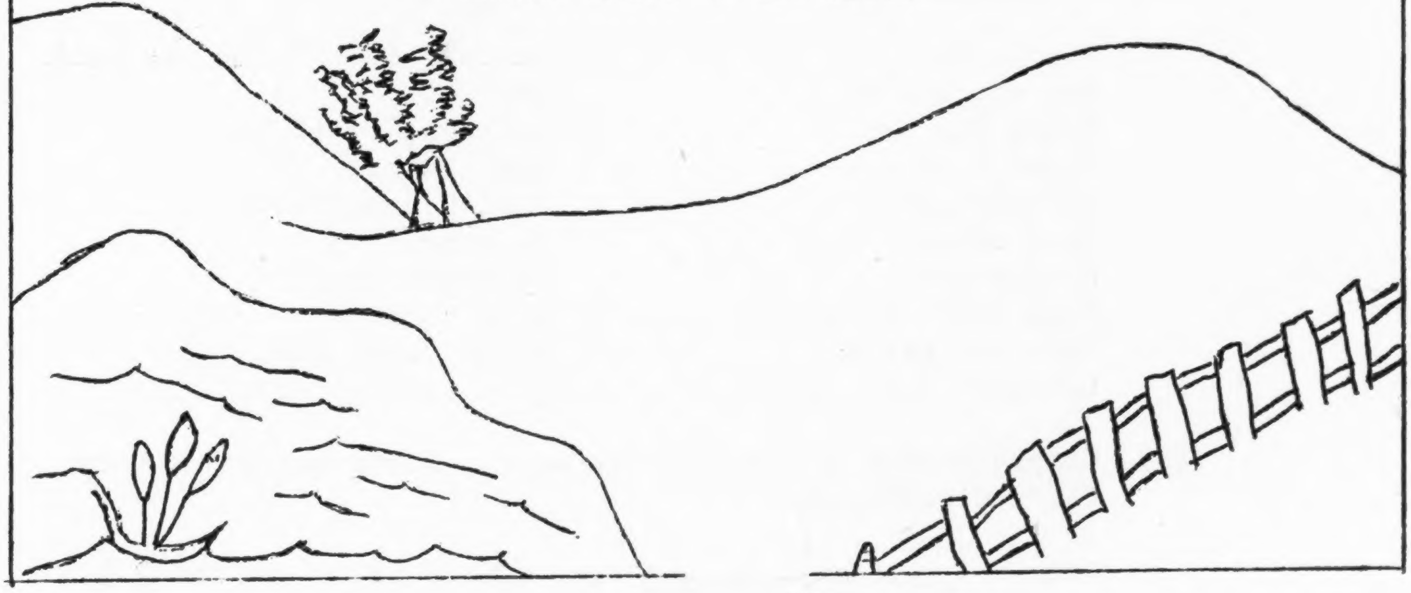
(4) Sentence Comprehension - Each child has a set of flash cards with these words: Who, Where, When, What at their desks. Teacher prints sentences on oaktag strips. A leader holds up a strip and asks, "What does this tell us?" Children respond by holding up the correct word.

Example sentences flashed:	Answer card held up
It is nine o'clock.	When
See the airplane.	What
Tom and Betty ran fast.	Who
Mother went to the store.	Where

(5) Following Instructions Seatwork

Put These Things in the Picture

- a house on the hill
- 2 trees by the house
- 8 flowers by the fense
- 2 little boats in the water



Ditto these for class to do.

C. Paragraph Comprehension - Riddles

(1) Teacher prints words to be learned on the board - Example: (1) duck (2) children (3) kitten. Each child has numbers or numbered cards to correspond to the number or words on the board. Teacher holds up card on which is printed the riddle. Children read the card silently - finds the answer on the board and holds up the corresponding number.

Example riddle cards:

I can play
Children pet me
I am black
Who am I?

Answer held up #3 (kitten)

We like to play
We like to work
We go to school
Who are we?

Answer #2 (Children)

I am yellow
I am pretty
I say quack-quack
Who am I?

Answer #1 (duck)

D. Story Comprehension

(1) Three Man Oral Team - After reading a story the children divide into groups of three. One child reads a page orally while his partners read along silently. One partner asks a question of the oral reader from the content of the page. The third partner evaluates and constructively criticizes the child who read orally and who answered the question. Now children rotate roles.

(2) Let's Find Game - After reading a story the children list words to fit categories. Example: "Let's find all the words that mean the same as "said." List them. Other possibilities are; happy words - color words.

(3) Match the Pictures to the Stories - Use old textbooks or old pre-primers. Cut pictures and mount on oaktag. Mount the paragraphs on separate cards. The same number is on the back of each pair. A child reads the paragraphs silently, then arranges them in proper sequence of occurrence. Then he matches the pictures and the paragraphs. When finished he reads the story orally. Check by looking to see if the numbers on the back match.

(4) Sentence Strips - Prepare 4 sentences on strips for pocket chart for each story read. After the children have read a story have them arrange the sentences in the right order. Four children may stand with the sentences to make the story. Each child reads his sentence orally.

Example:

Mother is washing.

Flip pulls them down.

Tom brings them back.

Mother washes again.

(5) Content reading page by page - When a group finishes reading a story the teacher says, "on page 5 it tells where Jane went." Who can find that sentence and read it to us?" Any series of questions can be asked and corresponding page numbers given. Be certain children select only the appropriate sentence containing the exact answer to be read aloud.

(6) Experience Story - Teacher lists 3 or 4 one word questions on the board or chart. Example:

(1) Who?
(2) What?
(3) Where?
(4) Why?
(5) How?
(6) When?

Picture is then shown to group; group makes up sentences to answer questions listed (all have to fit the picture); teacher writes story on board or chart; children read aloud.

B. Intermediate Level

1. Vocabulary study:

a. Vocabulary Book

(1) Child makes dictionary of new words.
(2) Enters new words with meanings.

b. Bingo

(1) Mark off cards into 25 square blocks.
(2) Print word in each block.
(3) Cut small cards the size of the blocks.
(4) Print same words on small cards.
(5) Teacher shows cards one at a time.
(6) Child who has displayed word on his card raises his hand, pronounces the word, points to it and is given the small card to place over the word.
(7) The child who has 5 words covered in any direction is the winner.

c. Content Vocabulary Book

(1) Child collects words pertaining to his particular interests - science, space, art, music, etc.
(2) List these words and their meaning in special book.

d. Bulletin Board

(1) Place interesting pictures with several words about them on bulletin board.

e. "The News Corner"

(1) Place interesting articles or announcements
(2) Include information about children in class (Example: Sue modeled in the fashion show.)

f. Choice of Words

(1) Child numbers paper from 1-20.
(2) Teacher reads 3 words that are similar and 1 that doesn't belong. (Example: frosty, snowy, warm, go)
(3) Child writes word that doesn't belong.

g. Classify words

(1) Give list of words that can be separated into 2 or more general classifications.
(2) Have children arrange in proper groupings. (Example: Vegetables, House, Transportation)

h. Finding small words in big words

(1) Give list of new words containing small words.
(2) Have children find as many as they can and write them. Example: snowflakes

i. Suffix Game

    (1) Make 4 cards for each root word - grow, grows, growing, grown.
    (2) Deal each player 5 cards.
    (3) Played like "Go Fish" or "Grab."

j. Scrambled words

    (1) Give list of scrambled words.
    (2) Alongside each word give a clue such as its definition or classification.
    (3) Children unscramble words and use in sentence.

k. Synonyms - Antonyms

    (1) Print words on cards.
    (2) Have children give synonyms and antonyms for words.

l. Compound words

    (1) On 2 cards write parts of a compound word home work
    (2) Make 20 pairs and scramble.
    (3) Have child match words.

m. Crossword Puzzles

    (1) Make crossword puzzle to review new vocabulary.

n. Prefix - Suffix

    (1) Print common prefixes and suffixes on cards.
    (2) Print words on cards.
    (3) Have children match.

o. Homonyms

    (1) Present list of words frequently confused (peace - piece, break - brake, bare - bear, course - coarse)

2. Reading for Comprehension - Intermediate Level

    a. Phrases

        (1) Write sentences on board and have children answer: Who? What? Where? When? with phrases.
        (2) Have children answer questions by using phrases.
        (3) Use phrase cards which can be put together to form sentences or short stories.
        (4) Matching phrases.
            (a) Sentences on important topics in the student's work may be broken into two parts and placed in a matching test.
        (5) Getting the main ideas:
            (a) Print a list of phrases and have children choose those which contain the main ideas in the selection read.

b. Sentences

(1) Scrambled sentences

(a) Write a jumbled sentence.
(b) Children reassemble sentences.

(2) Sentence riddles

(a) Give children cards containing one sentence riddle.
(b) If child guesses, he reads his riddle to group.
(c) Have children make up riddles and exchange them in group and try to guess.

(3) Dramatize sentence

(a) Have child select a sentence from a selection read and dramatize it.
(b) Rest of group tries to guess sentence.

(4) Have children illustrate main idea of sentence.
Example: The dog sat on the bench.

(5) S.R.A. Reading for Understanding

c. Paragraphs

(1) Proving a title

(a) Children read paragraph and find a suitable title for it,

(2) Read paragraph and give main idea.

(3) "Hunting for the Action."

(a) Have child act out silently a paragraph of a story just read.
(b) The other children look for the place telling about it in the story.
(c) The one who finds it may read it aloud.

(4) Have children read paragraph then classify sentences as to
When something happened.
Why " "
How " "
Where " "
What " "

(5) Underlining important ideas

(a) Children are given a short paragraph to read and are instructed to underline the word or words indicating the central thought.

(6) Print a short paragraph on board or ditto sheet. The children are asked to read it silently and answer the following types of questions:

(a) Give the opening sentence.
(b) Give the closing sentence.
(c) Give the main ideas in the first sentence.
(d) Give the main ideas of the closing sentence.

d. Story

(1) Finding a title

(a) Have children read a story and choose a title for it.

(2) Have children read a story and stop before the end. Then have them supply their own ending. Finish reading the story. Compare children's endings with the author's.

(3) Arrange sentences to make a story. Write these directions on the outside of an envelope containing single sentences: "These sentences are mixed up. Arrange them to make a story." (Example: "Cinderella")

(4) Cards to encourage free reading.

(a) Child selects card on which the name of a book and chapter to be read is printed. Child must turn to table of contents to find chapter. Then he reads story and answers 2 or 3 questions on the reverse side of card.

3. Recognizing sequence

a. Have children list major events as they happened in a story.
b. Have children draw several pictures in comic strip form showing events as they happened.
c. Write statements or phrases about a story in random order. Have children arrange them in correct order.

4. Interpreting pictures

a. Use pictures to motivate and introduce story.
b. Pictures can be used to review new vocabulary.
c. Use pictures to clarify points not completely understood.
d. Use pictures to review some interesting part or to see something missed by several children.
e. Use pictures to answer questions arising during the discussion.
f. Pictures can be used to gather more information about the story and add to the enjoyment.
g. Use pictures in having children review or retell story. (Example: "What was happening in this picture?")

5. Following printed directions

a. "Make Believe"

(1) Cards containing sets of directions are passed out to childre
(2) One child is called upon to follow the directions. The rest of the group are to guess what is on the card. (Example: Make believe you are a salesman. Make believe you are talking like a salesman. Make motions to show you are trying to sell a lawn mower.)

   b. Have a child read directions on how to play a game. Then have him explain to group

   c. S.R.A. Power Builders

6. Critical reading

   a. Have children evaluate character traits. (Brave, creative, understanding, sympathetic, resourceful, etc.)

   b. Have children choose most interesting character and tell why.

   c. Have children recognize emotional reactions, motives, and inner drives of characters.

      (1) What does the story tell you about the kind of person the main character was?
      (2) In what ways would you like to be like one of the story characters? Why?
      (3) Choose one character and tell how you think the character felt?
      (4) Would you like to have known one of the characters? Why?
      (5) Would you have done what the characters did or would you have acted differently? Explain.

   d. Have children relate ideas gained from reading to personal experienc

      (1) Have them write a paragraph telling something related to material just read. "Has anything like this ever happened to you or to someone you know?"

   e. Evaluate story read:

      (1) Did you like it or dislike it? Why?
      (2) What was the author's purpose? (Example to entertain? To inform? etc.)
      (3) Could the story really have happened?
      (4) Did the characters seem like real people?

   f. Give children a selection to read which expresses two points of view on the same subject. After reading the selection, they arrange the facts according to the point of views expressed. (Magazines and newspapers may be used) Then have them give their opinion.

   g. Finding the main idea

      (1) Have children write several sentences which tell the important things that they should remember in re-telling the story to the class.
      (2) Have children write four sentences which tell:

         (a) Who or what did something important or funny or exciting in the story.
         (b) When this happened.
         (c) Where it happened.
         (d) Why it happened.

h. Identifying the setting

    (1) Have children list all information given in the story relating to place, time of day, facts about the weather and other details that help you imagine the setting.

i. Have children find examples of what they consider good judgment or poor judgment.

j. Cause and effect

    (1) Have children analyze reasons for, or causes of, major events.

7. Creative reading

    a. Have children read story and tell how they would change it if they were writing it.

    b. Have children read library books and then tell group about their book. (Book review)

FRIDAY

R 105A-71

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
PROGRESSION OF READING SKILLS

____
Student

Kndg

	*P	*E
A		
B		
C		
D		
E		

I Motor Coordination

A. Body Image - midline as central reference
B. Directionality - up-down left-right over-under
C. Lateral Dominance
D. Eye-hand coordination
E. Left to Right Progression

A		
B		
C		
D		
E		

II Oral Language Development

A. Listen to Stories
B. Tell a story - (in sequence)
C. Finish ending a story
D. Develop and extend speaking vocabulary
E. Develop and extend word and meanings of word

A		
B		
C		
D		
E		

III Auditory Development and Discrimination

A. Listening for and identifying common sounds
B. Differences in Like and Unlike sounds
C. Auditory perception of rhymes and rhyming elements
D. Auditory perception of beginning consonant sounds
E. Auditory perception of ending consonant sounds

A		
B		
C		
D		
E		
F		
Ga		
b		
H		
I		
J		
K		
La		
b		

IV Visual Development and Discrimination

A. Ability to differentiate in size, shape of objects
B. Recognizing likenesses and differences of objects, pictures, letter forms
C. Observing internal picture details in puzzles, pictures, for interpretation
D. Observing and recognizing words in room - stop go door sink (color names)
E. Direct Matching of Pictures
F. Matching Pictures shown . . . . .Level I Manning
G. Learning names of letters II
   a. Direct matching of letters. III
   b. Matching letters shown. IV
H. Ability to recognize letters named. V
I. Ability to name letters VI
J. Ability to relate UC-LC letters VII
K. Ability to relate phoneme-grapheme. VIII
(sound-symbol)
L. a. Ability to directly copy letters. . . . .IXa
   b. Ability to distinguish beginning. . . . .IXb
   sounds and print the graphemic representations

*P - Proficient (80% correct)
*E - Exposed

R.R. #15
8/70

R 105B-71

____
Student

Level V

	P	E
A		
B		
C		
D		

A. Twenty-six letters representing 44 sounds

B. Visual - Auditory perception - child must learn to associate appropriate sound with printed symbol.
Skill is to be stressed and perfected at this stage of reading skills development. Sound-symbol presented at Level VIII in Readiness Program. Until this skill is mastered, child will have trouble if allowed to proceed further.

C. Visual-Auditory perception of rhyme - child learns that rhyming words often look alike except at the beginning.

D. Visual-Auditory perception of initial consonant sounds

Level VI

A		
B		
C		
D		
E		
Fa		
b		
c		
Ga		
b		
H		

A. Visual-Auditory perception of ending consonant sounds

B. Visual-Auditory perception of medial consonant sounds

C. Visual-Auditory perception of two-letter blends, three-letter blends

fl	dr	st	str
cl	tr	sm	scr
pl	gr	sw	spr
sl	cr	sp	

D. Apply substitution of initial and final consonants and consonant blends

E. Visual-Auditory perception of digraphs in initial and final positions
sh th ch wh

F. Auditory and Visual-Auditory perception of variant sounds of vowels:
- a. Long vowels
  - 1- with final e
  - 2- 2 vowels together
  - 3- on end of syllable
- b. Short vowels
- c. Vowels followed by "r"

G. Structural Analysis:
- a. Learns to recognize compound words
- b. Learns to analyze endings to known words (s ed d 's)

H. Comprehension

Level I - Reading for facts
Simplest comprehension skill
Within this level, there are 4 steps
see form R 279A-71.

R 105C-71

____
Student

Level VII

	P	E
A		
B1		
2		
3		
4		
5		
C		
D		
E		
F1		
2		

A. Learn dipthongs - associate proper sound with each:
ou oi oy ow

B. Learn to generalize and use vowel principles in attacking one syllable words.

1. One vowel in a word, usually short vowel sound, unless it is at the end of word (hat end me)
2. Two vowels in a word, first stands for long vowel sound - second is silent (feel boat)
3. Two vowel letters, one is a final "e" - the first vowel sound is long - final "e" silent (ride hope)
4. Only vowel letter in word, followed by r, vowel sound is usually by the r that follows it (park bird her)
5. Only vowel in word followed by l or w, sound of vowel is governed by l or w (ball draw)

C. Develop knowledge - different letters may have same sound
(mice - miss) red
(wear - stare) said
bread

D. Dictionary Skills - Alphabetizing by a single letter

E. Root Words - identifying - needed for furthering dictionary skills

F. Comprehension
1. Reading for Facts IC ID (form R279A-71)
2. Reading for Details IIA IIB IIC (form R280-71)

Level VIII

A		
B		
C		
D1		
2		
E		
F		
G		
H		

All phonetic and structural analysis skills previously taught are maintained at this level. Special attention given to context clues to figure out new words.

In third grade readers, most of new words presented are words of more than one syllable. Recognition is achieved best by analysis into syllables rather than by sounds of letters or short phonogra

A. Auditory perception of syllables - (children must learn to hear syllables in words)
B. Meaning of syllables (as many syllables as vowel sounds)
C. Learn to discriminate between one-two-three syllable words.
D. Accented Syllables -
   1. accented and unaccented
   2. accent may affect sound of vowel
E. Suffixes and Prefixes
F. Generalize and apply division rules of words into syllables
VCV - lady VCCV - center
G. Dictionary Skills - Alphabetizing by one and two letters
H. Comprehension

Reading for Main Idea (form R280-71)
III A, B, C, D, E, F

R 105D-71

____
Student

Level IX

	P	E
A		
B		
C1		
2		
3		
4		
5		
6		
7		
D1		
2		
3		
4		
5		
E1		
2		
3		

All previous phonetic and structural skills reviewed and extended. Special help and attention given to apply principles. Continued development of independent study skills.

A. Further development of dividing words into syllables
B. Further development in identifying accented and unaccented syllables.
C. Reference and Research Skills

1. Alphabetizing
2. Table of contents
3. Index
4. Glossary
5. Dictionary
6. Encyclopedia
7. Outlining

D. Dictionary Skills

1. Choosing the right definition
2. Using Guide words
3. Understanding and using pronunciation key
4. Child to know meaning of every word read
5. Use dictionary for each unknown word

E. Comprehension

1.	Continue on Main Idea (if needed)	form R280-71
2.	Reading --- Logical Sequence III A B C	form R280-71
3.	If group capable - start - Level IV Elaborative Reading IV A B C D	form R281-71

Level X

A		
B		
C		
D		
E		
F		
G		
H		

Maintenance, refinement and application of skills previously learned.

A. Recognizing root words in inflected forms
B. Identify root words in prefixed and suffixed forms
C. Using affixes and roots in independent word attack
D. Using syllabication in independent word attack
E. Continued practice - pronunciation key (Dictionary)
F. Interpreting respellings (Dictionary Skills)
G. Continued refinement -- Outlining
H. Comprehension (Grades 5 & 6)

Level V -	Critical Reading	forms R281-71 & R282-71
Level V A -	Evaluation of Facts	
Level V B -	Evaluation of Story	

FRIDAY

R 17-71

INSTRUCTIONAL READING LEVEL TEST

Instructions for Forms R17A-71 through R17G-71

Explanation

The purpose of this test is to establish the instructional reading level of pupils. It is also used to ascertain kinds of difficulties for further testing and remediation.

This test is individually administered.

Materials

Use forms R17A-71 through R17H-71.

Directions

Start the testing by using the paragraph that is his estimated instructional level.

Proceed as follows:

"Read this paragraph aloud as well as you can."

If pupil mispronounces a word so that the meaning of the paragraph would be seriously affected, pronounce the word correctly before allowing the pupil to go on.

Pronounce all words not known by the pupil after 3 seconds hesitation.

Reassure the pupil who is anxious about his errors by saying "Don't be afraid to try, you are supposed to make errors on the hard ones, go ahead."

If a paragraph is obviously too difficult for the pupil, discontinue testing at that level and use a lower grade paragraph.

Scoring

Four types of errors should be noted on the Recording Sheet.

1. Omitted words or parts of words
   Draw a line through these omissions.
2. Mispronunciations
   Record what the pupil said above the word mispronounced.
3. Words mispronounced
   Record P through the word. Pronounce for the pupil after 3 seconds hesitation.
4. Insertions of words of syllables
   Record ∧ and write insertion above

Norms for each grade level for both word recognition (wr) and comprehension (c) are indicated on the recording sheet.

Manning - University of Minnesota

Higher level paragraphs should be used if the paragraph seems too easy. Continue testing with higher level paragraphs until the pupil fails to achieve above the norm. These norms are listed at the top of each form R17A-71 through R17H-71.

If the pupil scores below the norms established for the grade, continue testing with lower level paragraphs until the pupil is successful in both the word recognition (wr) column and the comprehension (c) column.

The instructional level for both word recognition (wr) and comprehension (c) should be recorded on the Summary Sheet.

Analyses of errors on the recording sheet will also reveal information on particular types of errors made while reading orally. The teacher should be alerted to look for recurring errors such as

- beginning vowel errors
- blend errors
- dipthong, digraph errors
- errors on prefixes, etc.

R 17A-71

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
ORAL READING PARAGRAPHS

READING LEVEL________

NAME______________________________ SCHOOL____________________ DATE____________

Third Preprimer
City Days, City Ways
P. 41
Words = 38

WR	C
-2	-1

"Here you are," said Daddy.
"Here are some good jackets.
Big jackets and little jackets.
Red, blue, and green jackets.
Do you want a green one?
I like this blue one, Mark.
Do you see one you like?"

QUESTIONS:

City Days, City Ways

Draw a line under the correct word.

I 1. What kind of store is Mark in?

drugstore clothes store hat store

R 2. Who went to the store with Mark?

Mother Janet Daddy

D 3. What color jacket did Daddy like?

red blue green

C 4. What size jacket does Mark need?

little big large

I 5. What makes you think Mark will get a new jacket?

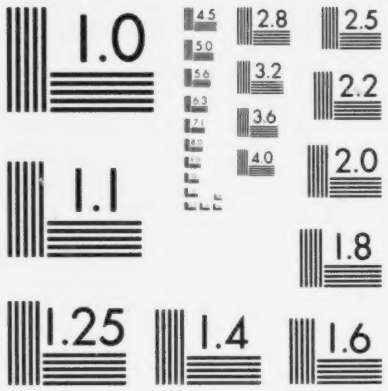
He needs one. Daddy needs one. Janet needs Mark's jacket.

P.P. 3, Set H.R.
(8/70)

4 OF 7

ED

060 975


1.0
4.5
5.0
5.6
6.3
7.1
8.0
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

R 17B-71

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
ORAL READING PARAGRAPHS

READING LEVEL________

NAME______________________________ SCHOOL___________________ DATE_____________

Primer
Around the Corner
P. 117
Words = 53

WR	C
-3	-1

"Janet ran to see Miss Mary," said Mother.
"She did?" said Mark.
"Come on, David! We will go to see Miss Mary, too."
"Now see here, Mark. You can not go," said Mother.
"Janet is enough for one morning."
"We will get Janet and come right back," said Mark.
"All right," said Mother.

QUESTIONS:

Around the Corner

Draw a line under correct word..

R 1. Who were David and Mark going to see?

Janet Mother Miss Mary

D 2. Why did Mark want to see Miss Mary?

to get Janet to get Mother to get David

LS 3. What did Mark say he would do next?

run faster come right back jump

CT 4. Mother said, "No" since Miss Mary was very _______ that day.

happy busy here

J 5. Who do you like to visit best?

Aunt Grandmother Sister

P., Set H.R.
(8/70)

R 17C-71

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
ORAL READING PARAGRAPHS READING LEVEL________

NAME______________________ SCHOOL________________ DATE______________

First Grade
Real and Make-Believe
P. 37-38
Words = 80

WR	C
-5	-1

"Here we are.
Hop out!" said the space man.
"Hop out and start for home."
Then he looked at me.
At first all he said was "Oh!"
Then he looked at me and said,
"What happened to you
up there on the moon?
Just look at yourself.
You are 100 years old."
So I looked,
and I was 100 years old.
The space man was right.
My hair was long and white.
It was hard for me to walk.

QUESTIONS:

Real and Make-Believe

Draw a line under the correct word.

R2 1. What did the space man tell the boy to do?

Hop out and shut the door   Look at yourself
Look at me   Hop out and start for home

I 2. Why was it hard for the boy to walk?

he was 100 years old   his hair was long

D 3. What color was the boy's hair?

green   yellow   white

L 4. Where did the spaceman take Mark?

to the store   to the sea   to the moon

C 5. What kind of story is this?

sad   imaginary   true

1 Set H.R.
(8/70)

R 17D-71

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
ORAL READING PARAGRAPHS READING LEVEL________

NAME________________________________SCHOOL__________________DATE__________

Second Grade
All Through The Year
P. 80-81
Words = 115

WR	C
-4	-1

It was a beautiful fall day
when that grand idea popped
into Grandfather's head.
Grandfather was out in our front yard.
Red leaves were falling all around.
He looked at the sun and the blue sky.
He listened to the wind in the trees.
"Day's like this can't last forever,"
he said to Grandmother.
"I had better see about that cabin.
I can't put it off any longer."
When I came home at noontime,
what do you think he said?
"How about going up to the lake
with me tomorrow? You and your gang!
We can go in the station wagon.
We can stay all night at the cabin
and come back home on Sunday."

QUESTIONS:

All Through The Year

Draw a line under the correct word.

R 1. Where was Grandfather when the idea popped into his head?

in the house in the car in our front yard

F 2. What time of year was it?

winter summer fall spring

I 3. What things told Grandfather these days wouldn't last forever?

moon and stars sun and blue sky Mother washing clothes
birds singing wind in the trees red leaves falling

C 4. What day of the week would they go to the cabin?

Monday Wednesday Saturday

L 5. Why did they need to go in the station wagon?

car too slow three flat tires on car
no gas in car gang going to cabin

2, Set H.R.
(8/70)

R 17E-71

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
ORAL READING PARAGRAPHS

READING LEVEL________

NAME________________________________SCHOOL____________________DATE_______________

Third Grade
From Faraway Places
P. 15-17
Words = 136

WR	C
-6	-1

Mother found a basket that she wanted, and Janet an Indian doll. Mark almost forgot to buy the Indian peace pipe that he had been wanting for over a year. He remembered just in time.

"Get a move on, Mark! I'm going," called his dad from the driver's seat. With the peace pipe in one hand and his baseball in the other, Mark hopped back into the car. Hopped in and out again while his dad looked on, too astonished to say a word!

For a second, or maybe two, Mark stood beside the car, thinking. Then he ran over and handed his baseball to the Indian boy.

The dark eyes of the Indian boy lighted up. Mark could see them shine. If the boy didn't really smile, his lips did turn up at the corners.

QUESTIONS:

From Faraway Places

Draw a line under correct words.

FD 1. Tell what each one wanted.

Mother________________ Janet______________ Mark____________

I 2. Why do you think Mark gave his baseball to the Indian boy?

Mark didn't like baseball. The baseball was old. He wanted to be friends.

C 3. How can we tell the Indian boy was pleased?

He said, "Thank you." He laughed and smiled. His eyes lighted up.

DR 4. How long had Mark been wanting the peace pipe?

one week over a month over a year

V 5. The word "astonished" means:

smiling surprised angry

3, Set H.R.
(8/70)

R 17F-71

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
ORAL READING PARAGRAPHS

READING LEVEL________

NAME________________________________ SCHOOL__________________ DATE______________

Fourth Grade
Trade Winds
P. 11
Words = 172

WR	C
-8	-1

Toby and Ben climbed up on the high seat of the monkey wagon. Minutes later Ben had his team moving slowly down the dusty road in a line with the other circus wagons. "Well," said Ben, when he had his team well under way, "how did you get along today? Toby told Ben everything that had happened to him. He told about the candy man's unkindness and Mrs. Treat's present. Toby ended his story by saying, "That was one of Mrs. Treat's doughnuts that I just gave to Mr. Stubbs."

"You gave a doughnut to Mr. Who?"

"To Mr. Stubbs - the old fellow here in the cart, you know. He's been so good to me."

Ben chuckled and then asked, "How did you know his name was Stubbs?"

"Oh, I don't know that that's his real name," was Toby's answer. "I only call him Stubbs because he looks so much like a boy I knew at home who had that name. He doesn't seem to mind because I call him Stubbs."

QUESTIONS:

Trade Winds

Draw a line under the correct words.

R 1. Who was driving the wagon?

Toby Mr. Stubbs Ben

V 2. What word tells what kind of wagon it is?

team dusty monkey

I 3. What time of year is this story?

fall spring winter summer

C 4. Would you say Toby was

careless unkind generous thoughtful

Answer in own words.

5. Why did Toby call the old fellow "Mr. Stubbs"?

____

____

4, Set H.R.
(8/70)

R 17G-71

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
ORAL READING PARAGRAPHS

READING LEVEL________

NAME________________________________ SCHOOL__________________ DATE______________

Fifth Grade
Crossroads
P. 44-45
Words = 133

WR	C
-6	-1

In the summer of 1928 the papers were full of stories about the Olympic Games. Babe was only fouteen years old when she announced, "Papa, I'm going to be in the Olympics next year."

"I'm afraid you'll have to wait," her father smiled.

"But why, Papa?"

"Because the Olympics are held only every four years."

Right then she had decided to begin training.

All along the block where her family lived were hedges. Between her home and the grocery store there were seven of them. Each day Babe jumped over them, but there was one that bothered her. It was taller than the others and she couldn't clear it. One day she asked the man who owned the hedge if he would trim it to match the others on the block. He agreed!

QUESTIONS:

Crossroads

Draw a line under the correct words.

FR 1. How often are the Olympic Games held?

every ten years every four years

F 2. How old would Babe be at the next Olympic Games time?

14 20 18

L 3. Why did the one hedge bother her?

could not cut it could not clear it
could not see it could not hear it

D 4. How many times a week did Babe "train"?

4 8 5 7

I 5. Would you say Babe's neighbors were:

hard to get along with glad to help Babe with her training
cautious about helping

5, Set H.R.
(8/70)

R 17H-71

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
ORAL READING PARAGRAPHS

READING LEVEL________

NAME________________________________SCHOOL______________________DATE__________

Sixth Grade
Seven Seas
P. 87
Words = 160

WR	C
-8	-1

Time passed and Bambi was learning how good the meadow grass tasted, how tender and sweet the leaf buds and the clover were. When he nestled against his mother for comfort it often happened that she pushed him away.

"You aren't a little baby any more," she would say. Sometimes she even said abruptly, "Go away and let me be". It even happened sometimes that his mother got up in the little forest glade, got up in the middle of the day, and went off without noticing whether Bambi was following her or not. At times it seemed, when they were wandering down the familiar paths, as if his mother did not want to notice whether Bambi was behind her or was trailing after.

One day his mother was gone. Bambi did not know how such a thing could be possible, he could not figure it out. But his mother was gone and for the first time Bambi was left alone.

QUESTIONS:

Seven Seas

Draw a line under the correct words.

F 1. What three things did Bambi like to eat?

1.________________ 2.________________ 3.________________

I 2. "Go away and let me be" said Bambi's mother. She was:

teaching Bambi to be grown-up   she didn't love Bambi   busy with her homework

C 3. Would you say that Bambi's mother was:

gradually helping Bambi   mean to Bambi   moving away to another forest

VE 4. How do you think Bambi felt when he found his mother gone?

frightened   astonished   unbelieving   ________________

Answer in own words.

5. What are your feelings about this part of the story?

____

6, Set H.R.
(8/70)

R 279-71

Prescriptive materials for the test "Oral Reading Test-Comprehension.' (R18-71).

The following procedures are recommended for all students that are functio ally reading.

All students need a planned, progressive and sequential approach to comprehension. This is a must as part of a successful reading program. The materials in forms R279A-71 through R282-71 develop such an approach.

R 279A-71

STUDY GUIDES

Explanation:

One exercise in reading for a specific purpose should be included in each study guide. Choice of level (one level used per guide) and number of activities will depend on the ability of the pupils who will be using the study guide.

It is recommended that most study guide assignments concentrate on structural analysis related to the words in the story or on one comprehension skill such as:

Level I	Reading for Facts.
Level II	Reading for Details.
Level III	Reading for the Main Ideas and Logical Sequence.
Level IV	Reading Elaboratively.
Level V	Reading Critically.

Each of the above mentioned comprehension skills is presented in sequential order. Roman numerals I through V indicate the sequential order of concentration. Letters of the alphabet within each classification indicate the degree of difficulty. For example:

Level I	Reading for Facts, is the simplest comprehension skill.
Level IA	The lowest level of teaching Reading for Facts.
Level ID	The highest level of teaching Reading for Facts.

Level I-Reading for Facts

A. Pupil fills in a blank in a sentence which states a fact of the story. A series of words is provided; page number and paragraph of answer are given. Example:

Tom ran to get the ______________. (Page 27,2)
wagon
airplane
Sally

B. Pupil fills in a blank in a sentence stating a fact. Page number is given. Example:

Sally and ____________ went to the store. (Page 29)

C. Pupil writes the answer to a question asked about a fact in the story. Page number is given. Example:

Who painted the airplane? (Page 30)

D. Pupil writes the answer to a question asked about a fact in the story. No page number is given.

Level II-Reading for Details

(A line on which to write each detail requested is drawn on the paper for the pupil.)

A. Pupil lists three or four specific details. A list of details from which to choose is provided. Page (and perhaps paragraph) number of answer is given.

B. Pupil lists the requested details. No list, but page number is given.

C. Pupil lists the requested details. No page number is given.

Level III-Reading for Main Idea and Logical Sequence

Main Idea

A. Pupil chooses and writes, from a list of three suggested titles, a title which expresses the main idea of a paragraph. The paragraph may be referred to by page and paragraph number, or copies from the book and printed on the guide.

B. Pupil writes his own title for a given paragraph. Page and paragraph number are given.

C. Pupil writes the main idea of a particular page. Page number is given.

D. Pupil writes the main idea of a particular section of the story. Inclusive page numbers are given.

E. Pupil outlines specific parts of the story, or the whole story.

F. Pupil writes main idea (or moral) of the whole story.

Logical Sequence

A. Main events of the story are listed (out of order) on the guide. Pupil numbers them 1, 2, 3, etc., as they occurred in the story.

B. Pupil lists, in sequence, a specific number of main events of a particular paragraph or page. Teacher supplies correct number of lines. Example:

1.________________________ Two blanks if two events, three
2.________________________ blanks if three events, etc.

C. Pupil lists (in correct number of blanks) the main events in the complete story.

Level IV-Elaborative Reading

A. Understanding Comparisons:

Of stories:	Have you ever read another story which was like this one? Why wasn't this story in a different unit in the book? Etc....
Of people:	Do you know anyone like Susan? Tell how they are alike. How did Tom feel when he lost his airplane? Did you ever feel this way?
Of situations:	How was Sally's birthday party like yours? If your birthday was different, tell how. Have you ever had a family birthday party like Sally's? Have you thought about having one? Etc....

B. Seeing Relationships:

Among people:	Why was Betty disappointed? Why did Tom cry, "Oh, Oh!"?
Between situations:	Could this event have happened here? (No, there are no buffalo in this part of the country.)

C. Making Inferences:

About people:	Why did Father thank Mr. Brown three times? Why do you think Jack and Bill liked to play together?
About situations:	How do you know what time of day it is? Could you tell from the story what time of year it was? Why? (How?)

D. Drawing Conclusions:

About the future:	What will happen next?
About the past:	What do you think has already happened?
About the story:	Could this story really have occurred? Why?
About morals:	Do you think Jack did the right thing? Why? What would you have done?
About characters:	How would you describe these people? Were they sad? Were they angry? Etc....

Level V-Critical Reading

A. Evaluation of Facts:

As found in the story - Do you feel the material in the story is true? Why? Do you feel it contradicts anything you have read elsewhere? Did the author have a reason for the contradictions?

As compared to other authors - Do you feel the author did a good job of presenting the facts? Why?

B. Evaluation of the story - Did you like the story? Why? Could it have been improved? How? Etc....

EXTRA CREDIT ASSIGNMENT

Examples:

1. Draw a book jacket for the story. Be prepared to tell what character you enjoyed most and why.
2. Use supplementary reading material. (Encyclopedias, Social Studies texts, Science texts, etc....)
3. Prepare oral or written reports to present to class.
4. Prepare displays, etc....

Manning - University of Minnesota

R. 18-71

FRIDAY

PRIMARY SUB-SKILL TEST

A. Direct Matching - Words

if	of	if	in	it
at	of	it	at	if
on	at	on	in	no
ate	bee	bit	ate	bat
sit	sit	day	its	boy
gill	bill	log	hill	gill
tall	fall	tell	tall	tail
will	sill	will	ball	wall
gate	gave	give	gate	gale
safe	safe	save	sieve	silo
bait	tail	bail	bait	bite
tail	tell	tall	tool	tail

B. Direct Matching - Words (Continued)

smart	smell	smart	small	snail
sails	pails	tails	stars	snails
beads	beads	beds	seeds	beans
first	fist	first	feast	fir
parent	point	parents	pare	parent
during	doing	during	digging	durable
winter	winter	writer	water	splinter
deemed	deems	deemed	doomed	dimmed

C. Circle the words that rhyme with the first word.

1. ball	Tom	and	tall	said
2. sun	sat	fun	go	run
3. jeep	help	sheep	skip	steep
4. tree	puppy	we	three	come

D. Circle the word that has the same ending sound as the first word.

1. moon	old	man	jump
2. watch	shut	sing	catch
3. broom	tall	from	hum
4. rabbit	read	spelling	start
5. star	car	candy	boat
6. fish	some	dish	could

E. Circle the number of syllables.

Baby	3	2	1	page	1	3	2
after	1	4	2	number	3	2	1
cake	4	1	3	writers	1	4	2

F. Word Structure

Circle the number beside the word that tells the number of syllables.

between	3	5	2
dirt	2	1	4
very	2	3	1
angry	4	2	3
umbrella	4	2	3
astonish	3	2	4
combination	5	4	3
education	4	5	6

FRIDAY

R 21-71

INTERMEDIATE SUB-SKILL SURVEY TEST

DIRECTIONS:

1. Test in groups of six.
2. Read the directions with the group if needed.
   Check to see that they start correctly.
3. Keep the students separated enough that the neighbor is unavailable for helping.
4. On the Word Recognition test it will be necessary for the teacher to pronounce the word for the student to underline. Say the word twice in a normal manner.
5. On Test 14h, Recognizing Phonetic Elements, the teacher is to say the word twice. The last word in the list is airport. They are to circle the last sound they hear in this word.

R 22-71

Intermediate Sub-Skill Test

less ful y ly ness

A. Suffixes

Add one of the suffixes to make a new word.

friend ______________

use ______________

cloud ______________

help ______________

sad ______________

bright ______________

hill ______________

dirt ______________

real ______________

near ______________

dark ______________

loud ______________

B. Read the words below: On the line beside each word, write the base or root word.

needless ______________

joyful ______________

closely ______________

harmful ______________

careless ______________

kindness ______________

handy ______________

accidental ______________

annoyance ______________

saftey ______________

correspondence ______________

____

windward ______________

golden ______________

kingdom ______________

C. Word Structure

1. What prefix must we add to the word happy to make it mean not happy?

_____re _____dis _____un

2. Add a prefix to make the word pay mean to pay back.

_____re _____dis _____un

3. Make continue mean to put a stop to.

_____re _____dis _____un

4. Make prove mean to become better.

_____ad _____tres _____im _____inter

5. Make fortune mean bad luck.

_____mis _____un _____trans _____dis

6. Add a prefix to the word port making it mean to send away.

_____de _____trans _____di _____re

D. Plurals: Read each word below: Add the proper ending to make it plural.

baby ________________________

train ________________________

pony ________________________

family ________________________

lunch ________________________

pencil ________________________

cowboy ________________________

plane ________________________

fox ________________________

miss ________________________

school ________________________

class ________________________

Read each incomplete sentence below and then write the plural of the word found under each sentence in the blank space.

1. The mailman brought some ________________________.

letter

2. Tom liked the ________________________ at the zoo.

monkey

3. There are many books on the ________________________.

shelf

4. Many ________________________ wear ten gallon hats.

cowboy

E. Compound Words

(A) Read each of the words below. Choose a word from list I to put with a word in list II to make a compound word.

	I	II	List
1.	birth	ball	1. ____________
2.	foot	where	2. ____________
3.	sail	side	3. ____________
4.	cow	house	4. ____________
5.	every	field	5. ____________
6.	out	boy	6. ____________
7.	bird	boat	7. ____________
8.	corn	day	8. ____________

Use a compound word to complete each sentence below.

(B) 1. The ____________ rode his pony in the parade.

2. Mother made a cake for my ____________.

3. Tom's ____________ is on the lake.

4. I saw the mother bird fly into the ____________.

5. Tom called, "I am going ____________ to play."

F. Word Meaning

Circle the best meaning for each word.

1. to gather

collect
capture
roam
scramble

2. to circle overhead

twinkle
scamper
hover
sing

3. to make a mistake

book
valley
house
blunder

4. being far away

many
distance
river
push

5. at the back of

away
hot
behind
below

6. liked best

favorite
lazy
cover
happy

Word Meaning (Continued)

7. to copy
surround
visit
trace

8. to keep on
pass
mend
continue

9. one who buys
costume
sad
customer

10. a strong hard wind
flash
latch
gale

11. I will
I've
I'll
I'm

12. they are
there
their
they're

13. do not
didn't
doesn't
don't

14. will not
wasn't
won't
wouldn't

G. Syllables

Write the syllables of each word on the line. Include the accent mark.

1. parade ______________________
2. explain ______________________
3. direction ______________________
4. empty ______________________
5. calendar ______________________
6. curiousity ______________________
7. satisfy ______________________
8. umpire ______________________
9. narrow ______________________
10. scramble ______________________

H. In the space beside each word, write the number of syllables.

	A	B	C
1.	absent ________	festival ______	confidence _____
2.	casserole _____	companion _____	vitality ______
3.	beautiful _____	criticize _____	horizon ______
4.	astonish ______	declare ______	instrument _____
5.	paragraph _____	poach _________	dictionary _____
6.	kitchen _______	sensible ______	linoleum ______
7.	around ________	agreeable _____	realization _____
8.	caught ________	familiar ______	originality _____

I. Word Recognition

In each group of words, draw a line under the word the teacher pronounces.

1.	heard	hearts	hear	heaven
2.	should	showing	shoulder	shouted
3.	husky	hungry	hurry	healthy
4.	lately	lady	lively	lazy
5.	chase	chance	choose	chest
6.	thankful	timekeeper	tiresome	tempermental
7.	flop	flap	floor	fool
8.	crawled	creaking	cracks	creatures
9.	argue	area	arm	around
10.	delay	decide	depart	decay
11.	enough	event	elect	evening
12.	clam	claim	class	calm
13.	beat	best	beach	beast
14.	content	conflict	contract	contest
15.	raise	rain	ragged	ranch
16.	alarm	afraid	alone	apron
17.	restore	resemble	reserve	resort
18.	various	vanish	variety	very
19.	delicious	deliver	delight	delegate
20.	wreck	wrenched	wrestle	wring

J. Accent & Syllables

Circle the number of the set of syllables that shows the correct way to divide the word and the correct placement of the accent mark.

A. even

1. ev 'en
2. e' ven
3. e ven'

B. agree

1. ag' ree
2. a' gree
3. agree'

C. crumble

1. crumb le'
2. crum' ble
3. crumb' le

D. explode

1. ex plode'
2. exp' lode
3. ex plo' de

E. sister

1. sis' ter
2. sist er'
3. si ster'

F. capture

1. cap tu' re
2. capt' ure
3. cap' ture

G. private

1. priv' ate
2. pri' vate
3. pri va' te

H. calendar

1. ca len' dar
2. cal' en dar
3. cal end ar'

I. investigate

1. in ves' ti gate
2. in vest' ig ate
3. in ve stig ate'

J. tobacco

1. tob ac co'
2. to bac' co
3. to ba cco'

Word Structure (Continued)

K. exhibit

1. ex hib' it
2. exh' ib it
3. ex' hi bit

L. confidence

1. con fid' ence
2. con' fi dence
3. confi den' ce

M. diagram

1. dia' gram
2. di ag ram'
3. di' a gram

N. projected

1. proj ect ed'
2. pro jec' ted
3. pro' ject ed

O. interrupt

1. in' terr upt
2. int' er rupt
3. in ter rupt'

INTERMEDIATE SUB-SKILL TEST KEY GRADES 4-6

A. SUFFIXES

friend ly, less

use ful, less

cloud less, y

help ful, less

sad ly, ness

bright ly, ness

hill ly

dirt y

real ly, ness

near ness, ly

dark ness, ly

loud ly, ness

B. ROOT WORDS

need

joy

close

harm

care

kind

hand

accident

annoy

safe

correspond

wind

gold

king

C. WORD STRUCTURE

Making New Words

1. un
2. re
3. dis
4. im
5. mis
6. de

D. PLURALS

Add proper ending to make it plural

babies

trains

ponies

families

lunches

pencils

cowboys

planes

foxes

misses

schools

classes

Sentences using plurals

1. letters
2. monkeys
3. shelves
4. cowboys

E. COMPOUND WORDS

A.1. birthday

2. football
3. sailboat
4. cowboy
5. everywhere
6. outside
7. birdhouse
8. cornfield

Using compound word in sentence

1. cowboy
2. birthday
3. sailboat
4. birdhouse
5. outside

F. WORD MEANING

Circle the best meaning for each word.

1. collect
2. hover
3. blunder
4. distance
5. behind
6. favorite
7. trace
8. continue
9. customer
10. gale
11. I'll
12. they're
13. don't
14. won't

G. SYLLABLES

Write syllables on line. Include accent mark

1. pa' rade
2. ex plain'
3. di rec' tion
4. emp' ty
5. cal' en dar
6. cu ri os' i ty
7. sat' is fy
8. um' pire
9. nar' row
10. scram' ble

H. Write the number of Syllables

	A	B	C
1.	2	3	3
2.	3	3	4
3.	3	3	3
4.	3	2	3
5.	3	1	4
6.	2	3	4
7.	2	4	5
8.	1	3	6

I. STIMULUS WORDS - WORD RECOGNITION

In each group of words, draw a line under the word the teacher pronounces. (Teacher may pronounce each word twice)

1. heard
2. shouted
3. hurry
4. lately
5. choose
6. thankful
7. floor
8. creatures
9. around
10. delay
11. enough
12. claim
13. beast
14. contest
15. raise
16. afraid
17. restore
18. various
19. delight
20. wring

J. WORD STRUCTURE SETS OF SYLLABLES

Circle the number of the set of syllables that shows the correct way to divide the word and correct placement of accent mark.

A. 2

B. 2

C. 2

D. 1

E. 1

F. 3

G. 2

H. 2

I. 1

J. 2

K. 1

L. 2

M. 3

N. 2

O. 3

MATH

REGION II OFFICE OF MIGRANT EDUCATION
A Component of the California Plan for the Education of Migrant Children
E.S.E.A., Title I, P.L. 89-750
2060 Third Street
Oroville, California 95965

SUGGESTED "QUICK" MATH INVENTORY FOR USE WITH MIGRANT CHILD

DIRECTIONS: This inventory is for the purpose of finding out how well an individual has mastered the basic facts of Mathematics. It is designed to take only about 10-15 minutes, and may be administered by anyone.

Since this is not a standardized test designed to give you a norm score, it does not need to be given in its entirety. In fact, it is suggested that you begin where you suspect the child is performing, and go from that point.

It is important to be flexible by either moving back on your starting point if it is too difficult; or by skipping forward, by spot checking a few items, if your starting point is obviously too easy.

There is no time limit, but a notation as to the time spent on each section, and/or the method used to get that answer, would be helpful for your diagnosis.

While it is not necessary to give this test individually, it should be given in a small enough group to be closely monitored. If a child cannot do a certain section, he should not have to complete that section. With this close supervision, he is positively reinforced by getting correct nearly all of the problems he attempts.

MATERIALS NEEDED AND SUGGESTED APPROACH

Level I

Materials: 20 ice cream sticks
20 beans
20 poker chips
15 pennies
3 nickles
2 dimes
1 quarter

Suggested Approach

A. Have your materials in piles. Let the child select.

B. Have your materials in piles. Let the child select.

C. Have your materials in piles. Let the child select.

D. Have your materials in piles. Let the child select.

5-11-71

Level II (continued)

Suggested Approach (continued)

E. It is preferable here to use two different sets of materials (i.e., beans and chips) so that the child equates the number of objects in each set, and not the size of the set.
You arrange the sets, and then ask the child which set has:
1. more
2. less
3. more (here you are seeking a response of "They are the same.")

Level II

Materials: No extra material is needed

Suggested Approach

A. None

B. They may show you any 3, 7, or 15, it is not necessary for them to be the first 3, 7, or 15.

C. None

D. None

E. None

Level III

Materials: 20 flashcards - numerals 1 - 20
3 flashcards - +, -, = on the cards

Suggested Approach

A. Visual - Show the flashcards (not in sequence) and ask for an identification. On the answer sheet put a check for each correct response.
Written - Tester says the number and asks the child to write it. Again, do not do these in sequence. Check your answer sheet as before.

B. Show the symbol flashcards, and ask what they represent in mathematics.

C. These will be done on the test paper, watch closely to catch any error as soon as possible.

D. 1. Cover up part "2" of this question, and ask the student to read the numbers in part "1".

2. Ask the student to write the numerals in part "2" on a separate piece of paper as you say them aloud.

E. Do as in part "C"

If this appears to be the area of difficulty, you may want to go deeper by using parts of the Addition or Subtraction back-up tests.

MATERIALS NEEDED AND SUGGESTED APPROACH (continued)

Level IV

Materials: 3 flashcards - x, ÷, $3\overline{)\,9}$

Suggested Approach

A. Show the symbol flashcards, and ask what they represent in mathematics

B. They will work this section on the test paper; watch closely to catch any error as soon as possible.

C. They will work this section on the test paper; watch closely to catch any error as soon as possible.

D. None

E. None

If this appears to be the area of difficulty, you may want to go deeper by using parts of the Multiplication or Division back-up tests.

Level V

Materials: No extra material is needed.

Suggested Approach

These are application problems. They should not be attempted unless you are sure the student has command of all the basic facts. These sections will partially test the student's reasoning capacity.

Level V

Materials: No extra material is needed

Suggested Approach

These are application problems. They should not be attempted unless you are sure the student has command of all the basic facts. These sections will partially test the student's reasoning capacity.

Level I

CONCRETE

A. Count the ice cream sticks (have 20 ice cream sticks)

B. Show me a set of:
  1. Three ice cream sticks
  2. Seven beans
  3. Twelve poker chips

C. Combine a set of:
  1. Two sticks with a set of three sticks
  2. Four chips with a set of four chips

D. Show me:
  1. one penny
  2. one nickle
  3. one dime
  4. how many pennies are the same as one nickle
  5. how many pennies are the same as one dime
  6. how many nickles are the same as one dime

E. Show me which set has:
  1. more- have a set of three and a set of five
  2. less- have a set of two and a set of six
  3. more- have a set of seven and another set of seven

Level II

REPRESENTATIONAL

A. Count the *'s:

* * * * * * * * * * * * * * * * * * * *

B. Show me a set of:
  1. three *'s
  2. seven *'s
  3. fifteen *'s

C. Combine the following sets:

1. $\begin{bmatrix} * & * \\ * & * \end{bmatrix} \quad \begin{bmatrix} * & \\ & * \end{bmatrix}$

2. $\begin{bmatrix} * & * & * \\ * & * & * \end{bmatrix} \quad \begin{bmatrix} * & & * \\ & * & \\ * & & * \end{bmatrix}$

D. Take away the number of *'s in the smallest set from the number of *'s in the largest set:

1. $\begin{bmatrix} * & * \\ * & * \end{bmatrix} \quad \begin{bmatrix} * & \\ & * \end{bmatrix}$

2. $\begin{bmatrix} * & * & * \\ * & * & * \end{bmatrix} \quad \begin{bmatrix} * & & * \\ & * & \\ * & & * \end{bmatrix}$

Level III

SYMBOLS
ADDITION AND SUBTRACTION-BASIC FACTS

A. Numeral recognition- visual and written (1-20)

B. Identify the following symbols:
1. +
2. -
3. =

C. Basic facts:

1.	(a) 3	(b) 4	(c) 2	(d) 8	(e) 6	(f) 2	(g) 1
	+2	+5	+6	+1	+0	2	4
						+3	+0

2.	(a) 8	(b) 9	(c) 7	(d) 4	(e) 5
	-2	-6	-0	-1	-4

3.	(a) 7	(b) 9	(c) 5	(d) 6
	+8	+4	+7	+7

4.	(a) 12	(b) 11	(c) 15
	+5	+6	+4

5.	(a) 22	(b) 54	(c) 71
	+34	+35	+14

6.	(a) 63	(b) 74	(c) 27
	-21	-42	-14

7.	(a) 10	(b) 17	(c) 20
	-6	-9	-9

D. Numeral recognition- visual and written:

1. Visual:
a. 30
b. 58
c. 65
d. 86
e. 102
f. 342
g. 1193

2. Written:
a. 24
b. 47
c. 73
d. 903
e. 2086

E. Addition and subtraction with carrying and borrowing:

1. (a) $\begin{array}{r} 37 \\ \underline{+24} \end{array}$ (b) $\begin{array}{r} 533 \\ \underline{+39} \end{array}$ (c) $\begin{array}{r} 526 \\ 135 \\ \underline{+203} \end{array}$

2. (a) $\begin{array}{r} 191 \\ \underline{-27} \end{array}$ (b) $\begin{array}{r} 264 \\ \underline{-36} \end{array}$ (c) $\begin{array}{r} 727 \\ \underline{-652} \end{array}$

Level IV

SYMBOLS
MULTIPLICATION AND DIVISION BASIC FACTS
DECIMALS

A. Identify the following symbols:
1. x
2. ÷
3. $3\overline{)9}$

B. Multiplication and division:

1. (a) $\begin{array}{r}4\\ \underline{x3}\end{array}$ (b) $\begin{array}{r}6\\ \underline{x2}\end{array}$ (c) $\begin{array}{r}5\\ \underline{x4}\end{array}$ (d) $\begin{array}{r}5\\ \underline{x3}\end{array}$

2. (a) $\begin{array}{r}6\\ \underline{x6}\end{array}$ (b) $\begin{array}{r}6\\ \underline{x7}\end{array}$ (c) $\begin{array}{r}6\\ \underline{x9}\end{array}$ (d) $\begin{array}{r}7\\ \underline{x8}\end{array}$ (e) $\begin{array}{r}9\\ \underline{x8}\end{array}$

3. (a) $3\overline{)9}$ (b) $2\overline{)8}$ (c) $4\overline{)28}$ (d) $6\overline{)42}$

4. (a) $\begin{array}{r}32\\ \underline{x3}\end{array}$ (b) $\begin{array}{r}43\\ \underline{x2}\end{array}$

5. (a) $\begin{array}{r}63\\ \underline{x6}\end{array}$ (b) $\begin{array}{r}52\\ \underline{x7}\end{array}$

6. (a) $\begin{array}{r}27\\ \underline{x32}\end{array}$ (b) $\begin{array}{r}603\\ \underline{x435}\end{array}$

7. (a) $12\overline{)24}$ (b) $13\overline{)39}$

8. (a) $15\overline{)225}$ (b) $24\overline{)264}$

9. (a) $22\overline{)465}$ (b) $7\overline{)1407}$ (c) $7\overline{)4909}$

C. Decimals:

1. .6 + 1.4 =

2. 1.1 - .7 =

3. 3.4 x 5.20 =

4. 2.36 ÷ 4 =

Level V

UTILIZATION OF BASIC FACTS

A. Money: 1. $2.49 + $.39 =

2. $10.00 - $5.23 =

3. $5.98 x 7 =

4. $7\overline{)\$149.80}$

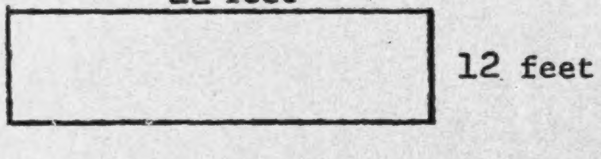
B. What is 35% of 39?

C. What is 5% of $7.92?

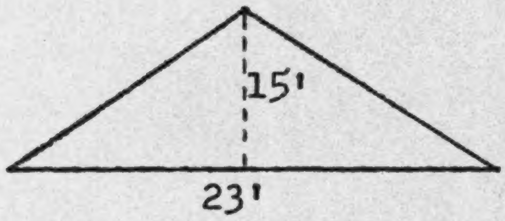
D. If the sales tax rate is 5%, how much sales tax would you pay on a purchase of $4.33?

E. Find the areas of the following fields:

1.



2.



F. Denominant numbers:

1. (3 pounds 4 ounces) + (1 pound 13 ounces) =

2. (3 feet 4 inches) - (1 foot 5 inches) =

3. (3 ft. 4 in.) x 2 =

4. (3' 4") x (2' 3") =

5. (7 lbs. 3 oz.) ÷ 3 =

G. Common Fractions:

This is a recipe for pancakes: 2 eggs, $1\frac{1}{2}$ cups of milk, $3\frac{1}{4}$ cups of flour, $\frac{1}{2}$ tablespoon baking powder. Cook 1 minute on each side. (serves four).

1. What would you need to make enough for two people?

2. What would you need to make enough for eight people?

Level VI

UTILIZATION OF BASIC FACTS

A. If you have a balance in your check-book of $141.92, and a paycheck of $291.70, and the following bills to pay: electric bill, $15.32; rent $70.00; groceries $75.00; phone $5.50; write the necessary checks, and keep a record of your balance each time.

1. Balance: $141.92
Deposit: $________
Balance: $________
Check: $________
Balance: $________

1. date________

Pay to: Eastern Electric $________

____

____

2. Balance: $________
Deposit: $________
Balance: $________
Check: $________
Balance: $________

2. date________

Pay to: Holiday Apartments $________

____

____

3. Balance: $________
Deposit: $________
Balance: $________
Check: $________
Balance: $________

3. date________

Pay to: Safeway Grocery $________

____

____

4. Balance: $________
Deposit: $________
Balance: $________
Check: $________
Balance: $________

4. date________

Pay to: Pacific Telephone $________

____

____

B. If your income for the year was $4,921; your deductions were $1,294; and the tax table reads: " $200.00 + 10% of amount over $3,000.00;" and your employer withheld $320.45. Find out how much you have coming back, or how much you have to pay.

Level I

CONCRETE

A. Counting to 20 A. ______

B. Sets of concrete objects B. 1. ______
2. ______
3. ______

C. Combining sets (adding) C. 1. ______
2. ______

D. Money identification and value D. 1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

E. More, less, and the same E. 1. ______
2. ______
3. ______

Level II

REPRESENTATIONAL

A. Counting to 20 A. ______

B. Sets of graphic symbols B. 1. ______
2. ______
3. ______

C. Combining sets (adding) C. 1. ______
2. ______

D. Subtracting the elements of sets D. 1. ______
2. ______

Level III

SYMBOLS
ADDITION AND SUBTRACTION-BASIC FACTS

A. Numeral recognition- visual and written

A.

Numeral	Visual	Written
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

B. Symbol recognition

B. 1. ______
2. ______
3. ______

C. Addition and Subtraction basic facts

C.

1. Addition combinations less than 10

1. a. ______
b. ______
c. ______
d. ______
e. ______
f. ______
g. ______

2. Subtraction combinations less than 10 (no borrowing)

2. a. ______
b. ______
c. ______
d. ______
e. ______

Level III
(cont.)

3. Simple addition- with carrying

3. a. ______
b. ______
c. ______
d. ______

4.-6. Addition and subtraction without carrying or borrowing (two digits)

4. a. ______
b. ______
c. ______

5. a. ______
b. ______
c. ______

6. a. ______
b. ______
c. ______

7. Subtraction with borrowing

7. a. ______
b. ______
c. ______

D. Numeral recognition- visual and written

1. Visual

D.

1. a. ______
b. ______
c. ______
d. ______
e. ______
f. ______
g. ______

2. Written

2. a. ______
b. ______
c. ______
d. ______
e. ______

E. Addition and subtraction with carrying and borrowing

E.

1. Two and three column addition with carrying

1. a. ______
b. ______
c. ______

2. Two and three column subtraction with borrowing

2. a. ______
b. ______
c. ______

Level IV

SYMBOLS
MULTIPLICATION AND DIVISION BASIC FACTS
DECIMALS

A. Symbol recognition — A. 1. ______
2. ______
3. ______

B. Multiplication and division — B.

1. Simple multiplication facts 2-5's — 1. a. ______
b. ______
c. ______
d. ______

2. Simple multiplication facts 6-9's — 2. a. ______
b. ______
c. ______
d. ______
e. ______

3. Simple division facts — 3. a. ______
b. ______
c. ______
d. ______

4. One place multiplier with a two place multiplicand- no carrying — 4. a. ______
b. ______

5. One place multiplier with a two place multiplicand- with carrying — 5. a. ______
b. ______

6. Two and three place multiplier with two or three place multiplicand — 6. a. ______
b. ______

7. Two place divisor with a one place quotient- with no remainder — 7. a. ______
b. ______

8. Two place divisor with a two place quotient- with no remainder — 8. a. ______
b. ______

9. Long division- with and without remainders

a. Two place divisor with a remainder — 9. a. ______
b. Long division with zero in the quotient — b. ______
c. Long division with zeros in the dividend and the quotient — c. ______

Level IV
(cont.)

C. Decimals

1. Addition
2. Subtraction
3. Multiplication
4. Division

C. 1. ______

2. ______

3. ______

4. ______

Level V

UTILIZATION OF BASIC FACTS

A. Money	
1. Addition	A. 1. ______
2. Subtraction	2. ______
3. Multiplication	3. ______
4. Division	4. ______
B. Percent	B. ______
C. Percent	C. ______
D. Percent (tax rate)	D. ______
E. Area	E. 1. ______
	2. ______
F. Denominant numbers	
1. Pounds and ounces (addition)	1. ______
2. Feet and inches (subtraction)	2. ______
3. Ft. and in. (multiplication)	3. ______
4. ' and ' (squared)	4. ______
5. Lbs. and ozs. (division)	5. ______
G. Common Fractions	
1. Division	1. ______
2. Multiplication	2. ______

Level VI

UTILIZATION OF BASIC FACTS

		Comment:
A. Check-book balance	A. 1.	
	2.	
	3.	
	4.	
B. Income tax:	B. ______	

MATHEMATICS

BACK-UP TESTS

INSTRUCTIONS FOR THE USE OF THE BACK UP TESTS

The purpose of the back-up tests is to give a more exact diagnosis than can be given with the quick math inventory.

There are seven back up tests: addition, subtraction, multiplication, division, symbols and abbreviations, common fractions, and reasoning. Each individual test starts with simple concepts and gradually gets more complex.

A student should be given a back up test when the quick inventory shows that he has some skill in a particular area, but leaves some doubt as to which skills he has and which need to be taught or reinforced. If, for example, the quick inventory shows that a student knows some of his multiplication facts, the multiplication back up should be used to find out which facts the student does not know as well as how quickly he can recall the ones he does know (ie does the student have the multiplication facts memorized, or must he count each one up as he comes to it?)

Like the quick math inventory, the back up tests are to be stopped as soon as the student begins to have difficulty with the problems. It is not necessary to administer the entire test.

BACK UP TEST ON ADDITION

I. Addition facts:

Number correct______________

time__________________

II. Addition:

A. Pairs of 2 or more digit whole numbers without carrying.

A. 1. _____
2. _____
3. _____
4. _____

B. Pairs of 2 or more digit whole numbers involving carrying.

B. 1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

C. Pairs of numbers involving carrying through zeros.

C. 1. _____
2. _____
3. _____

D. add up to ten two and three digit whole numbers

D. 1. _____
2. ______
3. _____
4. _____
5. _____

(addition continued)

E. sums of money with the decimal points lined up

E. 1. _____

2. _____

3. _____

F. sums of money without having decimal points lined up.

F. 1. _____

2. _____

3. _____

G. decimal fractions with the decimal points lined up

G. 1. _____

2. _____

H. other decimal fractions without having the decimal points lined up:

H. 1. _____

2. _____

I. Add denominant numbers when the units have been lined up

I. 1. _____

2. _____

3. _____

J. Add denominant numbers when the units have not been lined up.

J. 1. _____

2. _____

BACK UP TEST OF SUBTRACTION

I. Subtraction facts:

number correct_______________

time________________________

II. Subtraction:

A. 2 or more digit whole numbers without borrowing

A. 1. _____

2. _____

(subtraction continued)

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

B. 2 or more digit whole numbers involving borrowing through numbers

B. 1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

C. 2 or more digit whole numbers involving borrowing through zeros

C. 1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

D. decimal fractions with the decimal points lined up

D. 1. _____

2. _____

(subtraction continued)

E. subtracting sums of money
E. 1. _____
2. _____

F. Decimal fractions without having the decimal points lined up
F. 1. _____
2. _____
3. _____

G. Subtract a larger number from a smaller number and give a negative number for an answer
G. 1. _____
2. _____

BACK UP TEST OF MULTIPLICATION

I. Multiplication facts:

number correct__________

time __________

II. Multiplication:

A. 1 digit times 2 digits without carrying
A. 1. _____
2. _____

B. 1 digit times 2 digits involving carrying
B. 1. _____
2. _____

C. 2 or more digits times 2 or more digits
C. 1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

(multiplication continued)

D. 2 digits times 2 digits written horizontally D. 1. _____

2. _____

E. 3 digit numbers with zeros in the multiplier E. 1. _____

2. _____

F. 3 digit numbers with zeros in the multiplicand F. 1. _____

2. _____

3. _____

G. A whole number times a sum of money G. 1. _____

2. _____

3. _____

H. a whole number times a decimal H. 1. _____

I. a decimal times a decimal I. 1. _____

2. _____

J. a whole number times a denominant number J. 1. _____

2. _____

K. A denominant number times another denominant number K. 1. _____

2. _____

BACK UP TEST OF DIVISION

I. Division facts:

Number correct_____________________

time____________________________

(division continued)

II. One digit divisors:

A. short division, no zeros A. 1. _____

2. _____

B. short division, zeros in dividend B. 1. _____

C, Short division, zeros in quotient C. 1. _____

D. long division, no remainders, no zeros D. 1. _____

2. _____

E. long division, zeros in quotient only, no remainders E. 1. _____

F. long division, zeros in the dividend, no remainders F. 1. _____

G. long division, no zeros, with remainders G. 1. _____

2. _____

H. long division, with zeros , with remainders H. 1. _____

2. _____

I. division of sums of money I. 1. _____

2. _____

J. division of decimals J. 1. _____

2. _____

K. division by decimals K. 1. _____

2. _____

L. division of denominant numbers L. 1. _____

2. _____

M. division of a smaller number by a larger number M. 1. _____

2. _____

(division continued)

III. Two digit divisors:

A. short division, no zeros, no remainders A. 1. _____

2. _____

B. short division, zeros in the quotient B. 1. _____

C. long division, no zeros, no remainders C. 1. _____

D. long division, no zeros, with remainders D. 1. _____

E. long division with zeros E. 1. _____

2. _____

F. division with zeros in the divisor F. 1. _____

2. _____

G. division of a sum of money G. 1. _____

2. _____

H. division of a decimal H. 1. _____

2. _____

I. division by a decimal I. 1. _____

2. _____

J. division of a denominant number J. 1. _____

2. _____

K. division of a smaller number by a larger number K. 1. _____

2. _____

BACK UP TEST OF COMMON FRACTIONS

I. fraction concepts:

A. identification of representations of fractions

A. 1. _____
2. _____
3. _____
4. _____

B. relative size of fractions

B. 1. _____
2. _____
3. _____
4. _____

C. reducing common fractions

C. 1. _____
2. _____

D. rewriting improper fractions as mixed numbers

D. 1. _____
2. _____
3. _____
4. _____

E. rewriting mixed numbers as improper fractions

E. 1. _____
2. _____
3. _____
4. _____

II. Addition of common fractions

A. like fractions

A. 1. _____
2. _____

B. unlike fractions

B. 1. _____
2. _____

(fractions continued)

C. mixed numbers: C. 1. _____
2. _____
3. _____

III. subtraction of common fractions

A. like fractions A. 1. _____
2. _____

B. unlike fractions B. 1. _____
2. _____

C. mixed numbers, no regrouping C. 1. _____
2, _____

D. mixed numbers with regrouping D. 1. _____
2. _____

IV. multiplication of common fractions

A. fraction times a whole number A. 1. _____
2. _____
3. _____

B. fraction times a fraction B. 1. _____
2. _____

C. a mixed number times a mixed number C. 1. _____
2. _____

V. division of common fractions

A. divide a whole number by a fraction A. 1. _____
2. _____

B. divide a fraction by a fraction B. 1. _____
2. _____

C. divide a mixed number by a mixed number C. 1. _____
2. _____

APPLICATION BACK UP
(situation problems)

1. simple addition	1. _____
2. simple subtraction	2. _____
3. simple multiplication	3. _____
4. simple division	4. _____
5. simple addition, 2 digit numbers	5. _____
6. simple subtraction	6. _____
7. simple multiplication	7. _____
8. division of a sum of money	8. _____
9. subtraction of a sum of money	9. (a) _____
	(b) _____
	(c) _____
	(d) _____
10. (a) multiplication of a sum of money	10. (a) _____
(b) addition and multiplication involving several numbers	(b) _____
11. subtraction of fractions	11. _____
12. multiplication of decimals	12. _____
13. complex problem involving division	13. _____
14. multiplication of decimals	14. _____
15. (a) area of a rectangle	15. (a) _____
(b) multiplication of a sum of money	(b) _____
16. area of a rectangle involving conversion of units	16. _____
17. addition of sums of money	17. _____

(application continued)

18. addition of sums of money 18. _____

19. addition of denominant numbers 19. _____

20. addition of denominant numbers 20. _____

21. complex problem involving several whole numbers 21. (a) _____

(b)

(c)

BACK UP TEST ON ADDITION

I. Work the following problems as quickly as you can:

0 + 0	1 +3	2 +7	3 +5	2 +5	4 +7	5 +4	0 +9	0 +7	9 +7
6 + 5	7 +3	8 +6	9 +3	0 +3	1 +0	2 +3	9 +3	6 +8	3 +7
1 + 2	3 +4	5 +6	6 +9	9 +5	8 +2	6 +7	4 +5	2 +4	0 +5
4 + 0	7 +9	5 +2	3 +2	7 +0	9 +6	7 +6	5 +5	3 +0	2 +2
5 + 1	7 +8	9 +9	8 +1	0 +8	1 +6	9 +8	2 +1	8 +7	3 +1
6 + 1	4 +8	6 +0	3 +9	7 +5	2 +9	8 +0	1 +9	9 +1	0 +1
3 + 6	6 +6	4 +7	5 +0	6 +3	4 +2	7 +2	3 +8	7 +1	2 +8
5 + 8	4 +6	8 +3	2 +6	8 +5	1 +1	8 +8	0 +2	3 +3	4 +1
6 + 4	5 +9	5 +3	1 +4	0 +6	1 +8	2 +0	4 +4	7 +7	4 +9
8 + 9	1 +7	7 +4	8 +4	1 +5	9 +4	9 +0	6 +2	5 +7	0 +4

II. ADD:

A.	(1) 41 25	(2) 73 12	(3) 68 31	(4) 737 + 52

B.	(1)	(2)	(3)	(4)	(5)	(6)
	79	87	432	539	894	948
	+18	+93	+584	+ 9	+ 27	+367

	(7)	(8)
	7934	59899
	+ 157	+64378

C.	(1)	(2)	(3)
	809	39278	70309
	+133	+ 1034	+ 987

D.	(1)	(2)	(3)	(4)	(5)
	394	112	65	47	129
	57	27	34	192	354
	+256	493	28	57	121
		+ 81	97	229	765
			52	386	394
			21	343	941
			34	293	275
			55	871	256
			93	75	452
			+28	+534	+329

E.	(1)	(2)	(3)
	$3.25	$11.95	$109.95
	+$1.67	+$ 2.58	+ $27.80
			3.95

F. (1) (2)

$1.25 + $5.50 =

$5.39 + $11.92 + $35.80 =

(3)

$197.00 + $10.50 + 87¢ =

G.	(1)	(2)
	1.35	.007
	+2.09	+.056

H. (1) (2)

7 + .7

.08 + .9 + 8.3

I. (1) (2)

7 pounds 8 ounces
+16 pounds 12 ounces

16feet 8 inches
+ 2feet 11 inches

(3)

1 hour 30 minutes 20 seconds
+1 hour 45 minutes 18 seconds

NOTE!
16 ounces = 1 pound
12 inches = 1 foot
60 seconds = 1 minute
60 minutes = 1 hour

J. (1)

13 pounds 4 ounces + 2 pounds 15 ounces =

(2)

1 foot 11 inches + 8 inches =

BACK UP TEST ON SUBTRACTION

I. Work the following problems as quickly as you can.

9 - 8	8 -5	7 -3	9 -2	5 -3	3 -2	2 -0	6 -1	7 -2
7 - 0	8 -2	9 -4	8 -1	7 -5	6 -2	5 -0	4 -1	3 -0
2 - 2	1 -0	4 -3	6 -6	4 -1	8 -0	9 -3	8 -3	7 -7
6 - 0	5 -2	4 -2	3 -1	2 -1	1 -1	4 -4	7 -4	8 -8
9 - 0	9 -5	8 -4	7 -6	5 -5	6 -3	8 -7	9 -0	6 -4
5 - 1	4 -0	9 -1	3 -3	9 -3	8 -6	6 -4	5 -5	9 -7

II. Subtract:

	(1)	(2)	(3)	(4)	(5)
A.	29 -17	16 - 3	45 -32	90 -80	279 -164
	(6)	(7)	(8)	(9)	
	428 - 13	519 - 7	429 -320	700 -300	

	(1)	(2)	(3)	(4)	(5)
B.	28 -19	32 -17	56 -29	311 -287	424 -390
	(6)	(7)			
	527 - 39	212 -109			

	(1)	(2)	(3)	(4)	(5)
C.	70 -48	50 -38	90 -81	700 -291	401 -225
	(6)				
	520 -497				

	(1)	(2)
D.	4.29 -1.75	3.20 - .09

E. (1) $4.97 - $3.28 =

(2) $1.87 - 25¢

F. (1) 3.97 - 1.94

(2) 6 - .6 =

(3) .6 - .06

G. (1) 14 - 18 =

7 - 9 =

(2)

BACK UP TEST ON MULTIPLICATION

I. Work the following problems as quickly as you can:

0 x0	1 x3	2 x7	3 x5	2 x5	4 x7	5 x4	0 x9	0 x7	9 x7
6 x5	7 x3	8 x6	9 x3	0 x3	1 x0	2 x3	9 x3	3 x7	6 x8
1 x2	3 x4	5 x6	6 x7	6 x9	9 x5	8 x2	5 x4	2 x4	0 x5
4 x0	7 x9	5 x2	3 x2	7 x0	9 x6	7 x6	5 x5	3 x0	2 x2
5 x1	7 x8	9 x9	8 x1	0 x8	1 x6	9 x8	2 x1	8 x7	3 x1
6 x1	4 x3	6 x0	3 x9	7 x5	2 x9	8 x0	9 x9	9 x1	0 x1
3 x6	6 x6	4 x7	5 x0	6 x3	4 x2	7 x2	3 x8	7 x1	2 x8
5 x8	4 x6	8 x3	2 x6	8 x5	1 x1	8 x8	0 x2	3 x3	4 x1
6 x4	9 x5	5 x3	1 x4	0 x6	1 x8	2 x0	4 x4	7 x7	4 x9
0 x4	8 x9	1 x7	7 x4	8 x4	1 x5	9 x4	9 x0	6 x2	5 x7

II. Multiply:

A. (1) (2)

(1)	(2)
12 x4	14 x2

B. (1) 16 x 3

(2) 25 x 3

C. (1) 28 x92

(2) 37 x98

(3) 59 x74

(4) 123 x457

(5) 698 x395

(6) 827 x356

(7) 7945 x3826

(8) 3924 x 16

D. (1) 39 x 81

(2) 23 x 47

E. (1) 235 x503

(2) 621 x207

F. (1) 809 x235

(2) 702 x391

(3) 302 x407

G. (1) $3.95 x 4

(2) $4.20 x 6 =

(3) $16.92 x 15 =

H. (1) .33 x 45

I. (1) .78 x8.2

(2) .4 x .04 =

NOTE!
12 inches = 1 foot
3 feet = 1 yard

J. (1) 15 feet 3 inches x 5 =

(2) 1 yard 2 feet x 6 =

K. (1) 17 feet x 12 feet

(2) 13 feet 6 inches x 12 feet 6 inches =

BACK UP TEST OF DIVISION

I. Division facts. Fill in the answers as quickly as you can.

3 ÷ 3 =
20 ÷ 4 =
30 ÷ 5 =
27 ÷ 3 =
2 ÷ 2 =
8 ÷ 2 =
10 ÷ 2 =
4 ÷ 2 =
8 ÷ 1 =
36 ÷ 9 =
18 ÷ 9 =
36 ÷ 6 =
24 ÷ 8 =
24 ÷ 3 =
64 ÷ 8 =

14 ÷ 7 =
63 ÷ 7 =
21 ÷ 3 =
48 ÷ 8 =
12 ÷ 4 =
20 ÷ 4 =
6 ÷ 2 =
16 ÷ 4 =
6 ÷ 6 =
9 ÷ 9 =
72 ÷ 9 =
28 ÷ 7 =
16 ÷ 8 =
12 ÷ 6 =
9 ÷ 3 =

15 ÷ 5 =
24 ÷ 4 =
48 ÷ 6 =
21 ÷ 7 =
30 ÷ 6 =
8 ÷ 4 =
54 ÷ 6 =
5 ÷ 1 =
72 ÷ 8 =
32 ÷ 8 =
7 ÷ 7 =
18 ÷ 3 =
32 ÷ 4 =
40 ÷ 5 =
12 ÷ 2 =

10 ÷ 5 =
45 ÷ 5 =
27 ÷ 3 =
4 ÷ 4 =
42 ÷ 7 =
8 ÷ 8 =
42 ÷ 6 =
56 ÷ 8 =
56 ÷ 7 =
27 ÷ 9 =
28 ÷ 4 =
8 ÷ 2 =
5 ÷ 5 =
40 ÷ 8 =
35 ÷ 7 =

28 ÷ 7 =
15 ÷ 3 =
6 ÷ 3 =
54 ÷ 9 =
45 ÷ 5 =
63 ÷ 9 =
25 ÷ 5 =
81 ÷ 9 =
49 ÷ 7 =
35 ÷ 5 =
18 ÷ 6 =
14 ÷ 2 =
36 ÷ 4 =
24 ÷ 6 =

II. One digit division. Carefully work as many problems as you know how to work, then go on to two digit division.

A. (1) $7\overline{)147}$ (2) $2\overline{)124}$

B. (1) $2\overline{)104}$

C. (1) $2\overline{)2202}$

D. (1) $7\overline{)896}$ (2) $3\overline{)452}$

E. (1) $9\overline{)981}$

F. (1) $3\overline{)3102}$

G. (1) $4\overline{)334}$ (2) $5\overline{)782}$

H. (1) $5\overline{)543}$ (2) $3\overline{)3107}$

I. (1) $3\overline{)\$4.20}$ (2) $9\overline{)\$8.10}$

J. (1) $5\overline{)5.15}$ (2) $4\overline{)4.12}$

K. (1) $.6\overline{)36}$ (2) $.5\overline{)515}$

L. (1) 3feet 4 inches ÷ 5 = (2) 1 pound 5 ounces ÷ 7 =

M. (1) $8\overline{)2}$ (2) $6\overline{)5}$

III. Two digit divisors:

A. (1)

$14\overline{)28}$

(2)

$79\overline{)553}$

B. (1)

$14\overline{)3814}$

C. (1)

$18\overline{)3258}$

D. (1)

$49\overline{)1635}$

E. (1)

$17\overline{)5202}$

(2)

$49\overline{)5003}$

F. (1)

$50\overline{)250}$

(2)

$60\overline{)365}$

G. (1)

$12\overline{)\$173.40}$

(2)

$43\overline{)\$1.29}$

H. (1)

$48\overline{)9.6}$

(2)

$16\overline{)3.20}$

I. (1)

$4.8\overline{)96}$

(2)

$1.6\overline{)320}$

J. (1)

6 feet 3 inches ÷ 25

(2)

6 pounds 9 ounces ÷ 15

K. (1)

$48\overline{)12}$

(2)

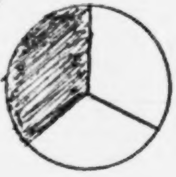
$90\overline{)81}$

BACK UP TEST OF COMMON FRACTIONS

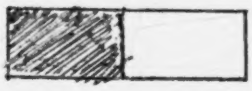
I. Fraction concepts:

A. What fraction of the following figures is shaded?

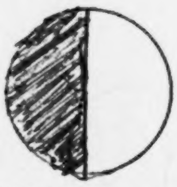
(1)



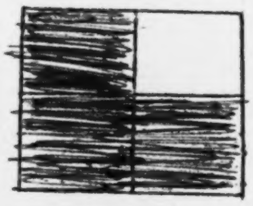
(2)



(3)



(4)



B. Circle the largest fraction in e ach box:

(1)
3/5
4/5

(2)
1/4
1/3

(3)
6/7
7/8

(4)
7/9
1 1/8

C. Reduce to lowest terms:

(1) 3/6

(2) 8/12

D. Express as mixed numbers:

(1) 5/3

(2) 12/2

(3) 4/3

(4) 3/2

E. Express as improper fractions:

(1) 3 1/5

(2) 3 1/4

(3) 8 1/8

(4) 3 3/4

II. Add:

A. (1) 1/3 + 3/4

(2) 1/3 + 2/3

B. (1) 1/2 + 3/4

(2) 1/3 + 2/3

C. (1) 2 1/3+ 3 1/3

(2) 5 2/3 + 4 1/6

(3) 6 1/2 + 5 2/3

III. Subtract:

A. (1)
3/4 - 1/4 =

(2)
2/3 - 1/3 =

B. (1)
1/8 - 1/16 =

(2)
3/4 = 1/3 =

C. (1)
6 3/4 - 5 1/4 =

(2)
5 1/2 - 4 1/4 =

D. (1)
7 1/4 - 3 2/3 =

(2)
4 1/4 - 2 1/4 =

IV. Multiply:

A. (1)
1/3 x 9 =

(2)
16 x 1/4

(3)
1/4 x 5 =

B. (1)
1/2 x 1/3 =

(2)
3/4 x 2/3 =

C. (1)
1 1/3 x 3 1/4 =

(2)
6 1/6 x 4 3/4 =

V. Divide:

A. (1)
9 ÷ 1/2 =

(2)
7 ÷ 2/3 =

B. (1)
1/3 ÷ 1/4 =

(2)
3/4 ÷ 2/3 =

C. (1)
5/9 ÷ 6 1/5 =

(2)
3 1/8 ÷ 4 1/3 =

Name______________________________

date______________________________

BACK UP TEST OF ABBREVIATIONS AND SYMBOLS

I. Draw a line from the phrase on the left to all symbols on the right that have the same meaning. Some phrases will have more than one symbol.

eight divided by eight

eight times eight

eight feet

eight inches

eight pounds

eight ounces

eight plus eight

eight minus eight

eight yards

eight miles

the square root of eight

8"

8'

8 x 8

$8\overline{)8}$

8 ÷ 8

8 ft.

8 yd.

8 lbs.

8 in.

8 + 8

$\sqrt{8}$

8oz.

8 - 8

8 mi.

II. Complete the sentence by filling in the proper number:

one foot = __________inches

one yard = __________feet

one pound = __________ ounces

one hour = __________ minutes

one square foot = ____square inches

one square yard = ____square feet

APPLICATION BACK UP TEST

SITUATION PROBLEMS: work carefully and show your work. (These problems may be given orally in English or Spanish.)

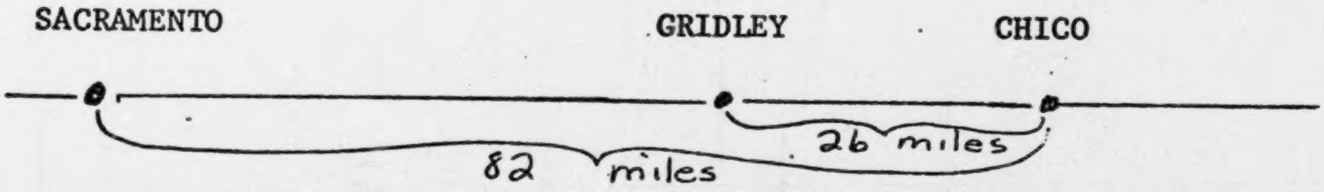
1. A scout troop hiked 5 miles on Monday and 12 miles on Tuesday. How far did they hike in all?

2. If you had thirteen peanuts and ate seven of them, how many would you have left?

3. A store bought 15 cases of canned peaches, each containing 20 cans. How many cans of peaches did they buy.

4. Joe is on a 50-mile hike. If he has 5 days to complete the hike, how far must he go each day?

5. A man picked 57 boxes of apples one day and 72 boxes the next day. How many did he pick in all?

6. 

According to the above map, it is 26 miles from Chico to Gridley and 82 miles from Chico to Sacramento. How far is it from Gridley to Sacramento?

7. A man walked 3 miles a day for seven days. How far did he walk?

8. A grocer pays $28.80 for a gross (144) of loaves of bread. How much is he paying per loaf?

SITUATION PROBLEMS (continued

9. How much change should you receive if you pay for:

   (a) a $2.80 purchase with a $5.00 bill?

   (b) a 25¢ purchase with a $1.00 bill?

   (c) a $7.94 purchase with a $10.00 bill?

   (d) a $1.25 purchase with a $20.00 bill?

10a. Joe earns $2.27 per hour. How much would he earn in an eight-hour day?

10b. If Joe is paid double time for holidays, how much would he earn in a five-day week that included one holiday?

11. If it takes 5 hours to fly from New York to San Francisco, and a plane has been flying from New York to San Francisco for 2½ hours, how soon will it land in San Francisco?

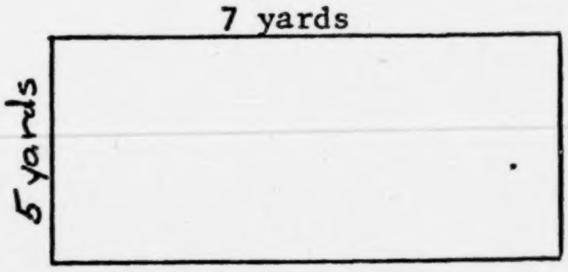
12. If a lathe is set to take off .005 inches per cut, how much would it take off in seven cuts?

13. If a cross country trucker can average 45 miles per hour, and he has an 800 mile trip to make in 2 days, how many hours must he drive each day?

14. How far would a race car have to go to make 1.5 laps on a 2.3 mile race course?

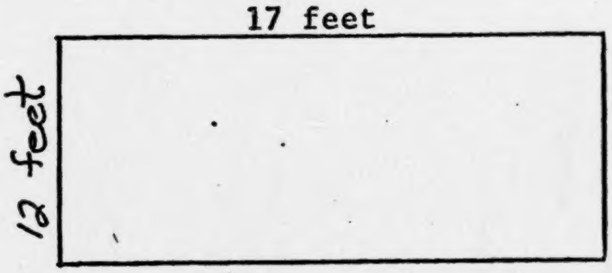
SITUATION PROBLEMS (continued)

15a. How many square yards of carpet would you need to cover this floor?



15b. At $5.95 a square yard, how much would the carpet cost?

16. To the nearest square yard, how many square yards of carpet would be needed for this floor? (3 feet = 1 yard)



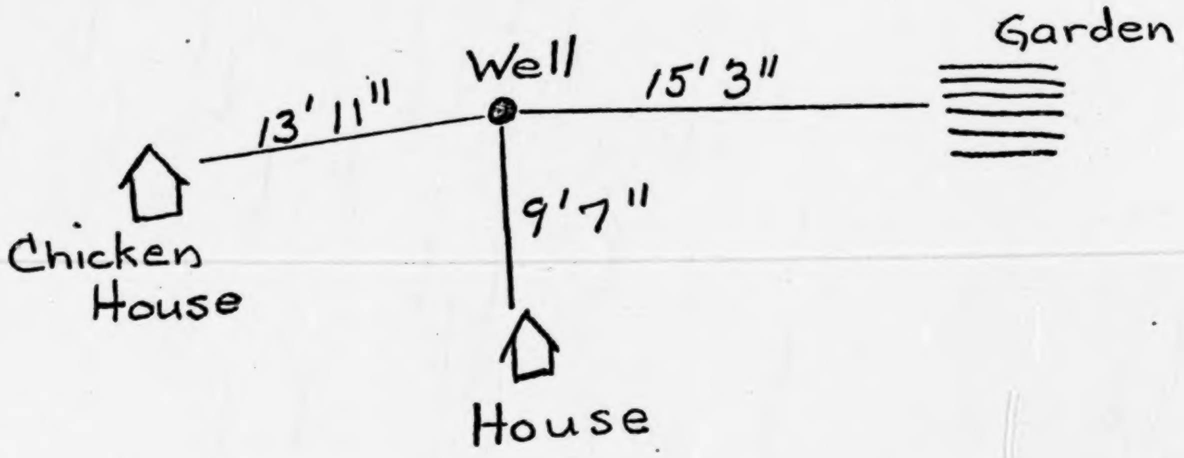
17. How much would it cost to buy a 59¢ can of lunchmeat, 23¢ worth of carrots, and a $2.82 roast?

18. Mr. Guzman earned $139.50 one week, $126.00 the next week, $153.25 the 3rd week, and $179.30 the fourth week. How much did he earn in all?

19. Mrs. Jones bought 1 lb. 3 oz. of beef, 3 lbs 4 oz. of pork, and 1 lb 8oz. of lamb. How much meat did she buy in all?

SITUATION PROBLEMS (continued)

20.



A farmer needs to lay pipe from his well to his house, from his well to his chicken house, and from his well to his garden. How much pipe does he need?

21. A farmer harvested 827 bales of hay and has already fed 491 to his cattle. He needs at least 500 more bales to finish out the winter.

(a) How many bales does he have right now?

(b) Does he have enough?

(c) How many will he have left or how many will he have to buy by the end of the winter?

FUN IN LEARNING

A Guide to
Extended Day Activities
for
Region II Personnel

Region II Office of Migrant Education
A Component of the California Plan
for the Education of Migrant Children
E.S.E.A., Title I, P.L. 89-750

THIS GUIDE HAS BEEN DEVELOPED FOR PERSONNEL WORKING WITH PRIMARY AND INTERMEDIATE-AGE MIGRANT CHILDREN. THE ACTIVITIES INCLUDED ARE EDUCATIONALLY VALUABLE AS WELL AS BEING CULTURALLY ACCEPTABLE TO MIGRANT YOUNGSTERS.

THE GUIDE IS DIVIDED INTO THREE SECTIONS: (A) LANGUAGE DEVELOPMENT, (B) RECREATION, AND (C) ARTS AND CRAFTS. ORGANIZATION OF THE EXTENDED DAY PROGRAM SHOULD INCLUDE ACTIVITIES FROM EACH OF THE THREE SECTIONS. ACTIVITIES SHOULD BE CHANGED FREQUENTLY AND, IN MOST SITUATIONS, DAILY.

YOU ARE ENCOURAGED TO EVALUATE EACH ACTIVITY CAREFULLY AND ADAPT IT TO MEET THE NEEDS OF THE MIGRANT CHILDREN IN YOUR PARTICULAR SITUATION.

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SECTION A

LANGUAGE DEVELOPMENT

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. TAPE RECORDER 2. MICROPHONE 3. PAPER AND PENCILS HAVE STUDENTS THINK OF A SIX WORD ADVERTISEMENT FOR SOME PRODUCT. TO EXPAND ALLOW STUDENTS TO READ AND PUT ADVERTISEMENTS ON TAPE. GROUPS MAY ALSO PLAN SKITS FOR VARIOUS PRODUCTS AND PRESENT THESE TO OTHERS.	ADVERTISING

PROCEDURAL NOTES

MATERIALS: 1. PENCIL

2. DITTO SHEET

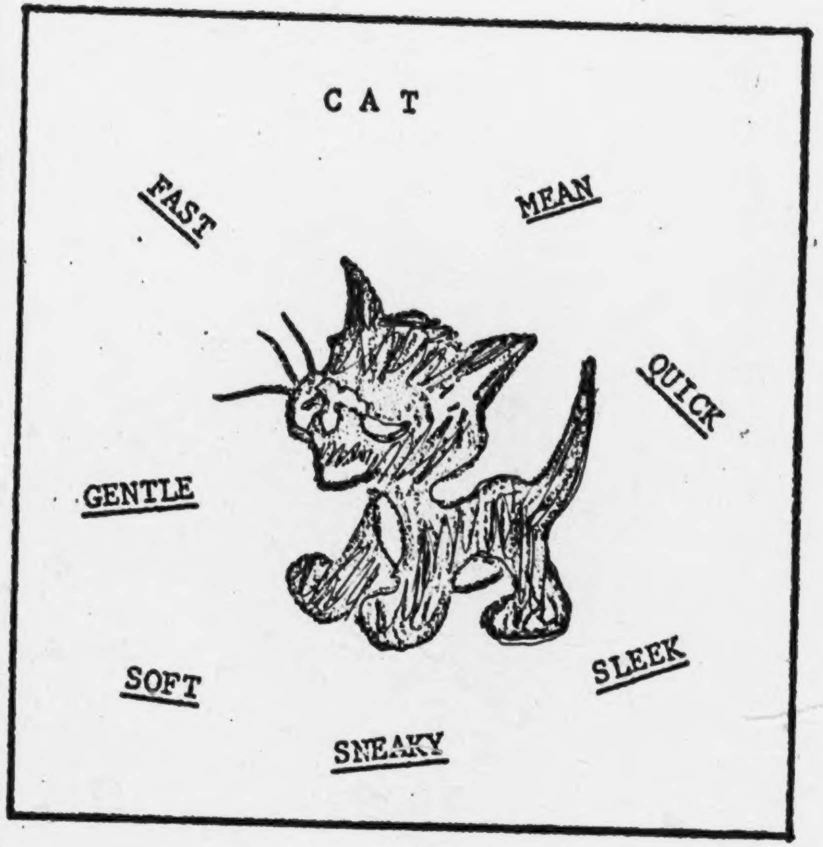
TEACHER MAKES DITTO BY TRACING OR DRAWING AN ANIMAL. LINES OF VARIOUS POSITIONS ARE DRAWN NEAR PICTURE (SEE EXAMPLE). STUDENTS THEN WRITE ADJECTIVES DESCRIBING THE ANIMAL ON EACH LINE. IDEA CAN BE EXPANDED BY USING OBJECTS FOR TOPICS.

VARIATION: THIS CAN BE DONE AS AN ORAL EXERCISE.

ACTIVITY

ADJECTIVES USAGE

EXAMPLE:



OTHERS: TOM JONES
FRIEND (BOY OR GIRL)
MOTHER
FATHER
SISTER
BROTHER
ETC.

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. PAPER 2. CRAYONS 3. PENCILS 4. STAPLER	BOOK MAKING
HAVE STUDENTS MAKE THEIR OWN BOOKS. INITIATE A PLAN TO HAVE OLDER STUDENTS WRITE BOOKS FOR YOUNGER STUDENTS. MAKE ARRANGEMENT FOR OLDER STUDENTS TO READ THEIR BOOKS TO YOUNGER CHILDREN.	
VARIATION: TEAM STUDENTS TO WORK TOGETHER	

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. PENCIL 2. CARTOONS SCAN MAGAZINES, COMIC SECTIONS, ETC. COLLECT SUITABLE SELECTIONS AND REPRODUCE THEM FOR MASS DISTRIBUTION. IF ADDOFAX MACHINE IS NOT AVAILABLE, DRAW OR TRACE ONTO DITTO. DUPLICATE AND LET STUDENTS DEVELOP THEIR OWN CAPTIONS.	CARTOON QUIPS

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. MAGAZINES 2. PASTE OR GLUE 3. SCISSORS INSTRUCTOR GIVES ORAL DIRECTIONS SUCH AS: "FIND ALL THE THINGS THAT FLY AND ALL THE RED THINGS YOU CAN". LET STUDENTS SCAN MAGAZINES AND CUT OUT APPROPRIATE PICTURES. AFTER A GIVEN TIME TALK ABOUT WHAT THEY FOUND. START A CATEGORY CHART ON BUTCHER PAPER. MAKE COLUMNS UNDER WHICH CHILDREN THINK THINGS SHOULD BE PLACED. LET CHILDREN PASTE CUTOUTS IN PROPER CATEGORIES	CATEGORIZING

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. SCRIPTS READ VARIOUS SCRIPTS PREPARED ON DITTOS. AS STUDENTS BECOME LESS SELF-CONSCIOUS, LET THEM DO INDIVIDUAL PARTS--VARY READINGS.	CHORAL READINGS

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. PAPER 2. PENCIL THE GROUP WILL TAKE A WALKING EXCURSION. PURPOSE OF EXCURSION IS TO HAVE STUDENTS SEARCH OUT COLORS TO GO WITH VARIOUS SHAPES. EXAMPLE: YELLOW-SQUARE, BLUE TRIANGLE, ORANGE OVAL. STUDENTS THEN LOOK FOR OBJECTS OF CORRESPONDING COLORS AND SHAPES.	COLOR AND SHAPE WALKS

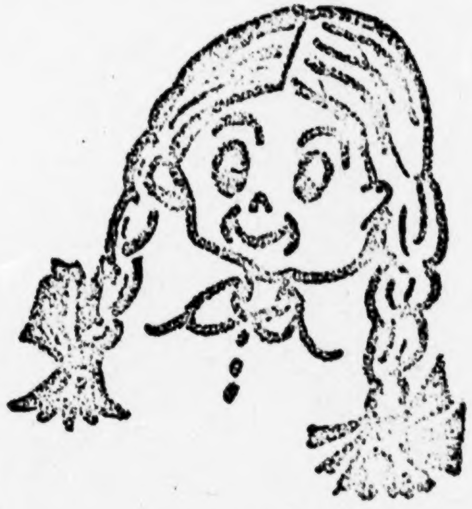
PROCEDURAL NOTES

MATERIALS:
1. 3" X 5" CARDS
2. OLD MAGAZINES
3. GLUE OR PASTE
4. SCISSORS

HAVE CHILDREN FIND SIMILAR PAIRS IN MAGAZINES. CUT OUT AND PASTE ON CARDS. DIVIDE CARDS AND PLACE IN PACKETS. FOR FUTURE USE. INTRODUCE PATTERN, "THIS IS A ________." SHUFFLE CARDS AND PLACE FACE-DOWN. ONE CHILD STARTS GAME BY TURNING CARD OVER AND TRYING TO MATCH IT BY TURNING A SECOND CARD OVER. IF HE MATCHES, HE GETS ANOTHER CHANCE UNTIL HE MAKES A WRONG MATCH. OTHER PLAYERS OBSERVE AND TRY TO REMEMBER WHERE LIKE CARDS ARE PLACED. WHEN A WRONG MATCH IS MADE, ANOTHER PLAYER TAKES A TURN, REPEATING THE SAME PROCEDURE.

ACTIVITY

CONCENTRATION

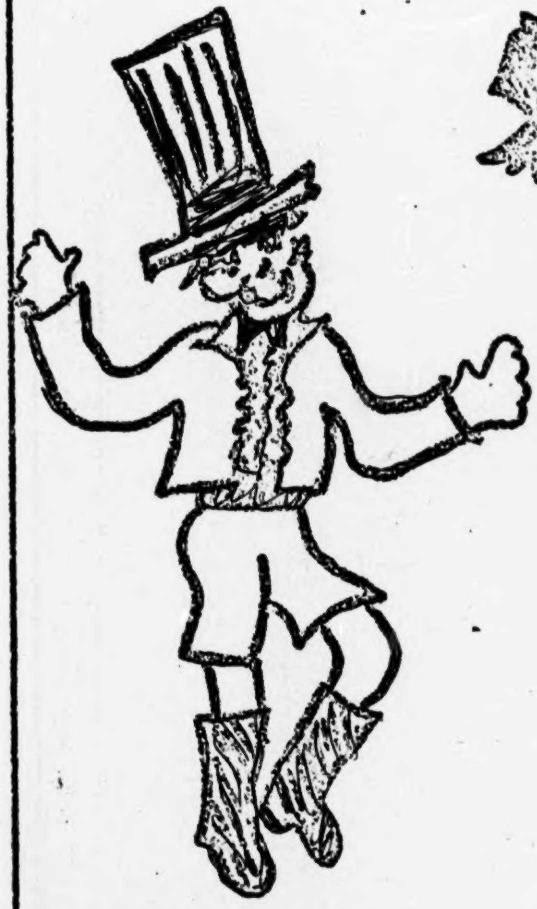


POSSIBLE PATTERNS:

THE GIRL IS PRETTY.

THE GIRL IS HAPPY.

THE GIRL IS NEAT.



POSSIBLE PATTERNS:

THE BOY IS DANCING.

THE BOY IS SMILING.

THE BOY'S BOOTS ARE BLACK.

COOKING EXPERIENCES: PROCEDURAL NOTES

FOOD IS AS BASIC TO AN EDUCATIONAL PROGRAM FOR YOUNG CHILDREN AS IT IS TO THEIR PHYSICAL HEALTH AND GROWTH. EVERY OPPORTUNITY SHOULD BE TAKEN BY TEACHERS AND THEIR ASSISTANTS TO MAKE CHILDREN AWARE OF FOODS AND INTERESTED IN NEW EXPERIENCES IN EATING. MEAL TIMES, SNACKS, AND FOOD PREPARATION CAN CREATE EXCITING AWARENESS OF COLOR, TASTE, TEXTURE, AND ODOR, AS WELL AS A NATURAL SITUATION FOR CONVERSATION AND SOCIAL GROWTH.

PLANNED COOKING EXPERIENCES ARE ESSENTIAL IN PRESCHOOL, KINDERGARTEN AND PRIMARY SCHOOL CLASSES. FAR TOO FEW TEACHERS PROVIDE COOKING EXPERIENCES AT ALL THESE LEVELS, NOT REALIZING HOW SIMPLE IT IS IF CAREFUL PLANNING IS EMPLOYED. THE FOLLOWING SUGGESTIONS ARE ADAPTABLE TO ANY AGE AND GRADE LEVEL. SUCCESS OF SUCH PROJECTS IS MORE LIKELY IF AIDES OR VOLUNTEERS (PARENTS) ARE ENGAGED.

1. PLAN A COOKING EXPERIENCE AS OFTEN AS THE BUDGET ALLOWS: EVERY DAY IF POSSIBLE.
2. KEEP IN MIND THAT EVERY CHILD IN YOUR CLASS OR GROUP NEED NOT PARTICIPATE IN EVERY COOKING ACTIVITY.
3. MOST COOKING EXPERIENCES ARE SUCCESSFUL WHEN NO MORE THAN FOUR CHILDREN MEET WITH AN ADULT TO COOK.
4. COOKING EXPERIENCES ARE AN EFFECTIVE WAY TO INVOLVE PARENTS, PROGRAM AIDES, OR OTHER COMMUNITY VOLUNTEERS.
5. QUICKLY REVIEW PROCEDURE WITH NON-PROFESSIONAL ASSISTANTS TO AVOID CONFUSION AND INSURE SAFETY OF ALL INVOLVED.
6. PROVIDE A "COOKING AREA" SO CONSISTANT PROCEDURES AND RULES CAN BE EMPLOYED. (WASHING, APRONS, CLEAN-UP, ETC.)
7. PROVIDE A WORK TABLE LOW ENOUGH FOR CHILDREN'S COMFORT.
8. HAVE ALL MATERIALS, RECIPES, AND INGREDIENTS READY IN ADVANCE.
9. WHENEVER POSSIBLE, START WITH "SCRATCH" RECIPES TO HELP DEVELOP CONCEPTS RELATED TO MEASURING AND MIXING. USE "MIXES" LATER AND DEVELOP UNDERSTANDING OF THE DIFFERENCES.
10. FOODS CAN BE PREPARED TO SHARE WITH ENTIRE CLASS OR SMALL GROUP. IT IS MORE REALISTIC TO MAKE ONE RECIPE WITH THREE DIFFERENT GROUPS THAN TO TRIPLE A RECIPE WITH ONE GROUP--AND MORE FUN, PROVIDING 3 TIMES THE EXPERIENCE.
11. GIVE APPROPRIATE RECOGNITION TO COOKING GROUP. PERHAPS THEY CAN HELP SERVE THE PREPARED FOOD AS LUNCH OR SNACK.
12. CAPITALIZE ON LANGUAGE EXPERIENCES: ENCOURAGE QUESTIONS DURING COOKING, EXPLAIN WHAT IS BEING DONE, HAVE COOKS TELL ANOTHER GROUP HOW THEY PREPARED THE FOOD (DEVELOP SEQUENCE).
13. SOME FOODS MIGHT BE PREPARED BY ADULT WITH CHILDREN THERE TO VISIT, TASTE AND SMELL. DEGREE OF PARTICIPATION BY CHILDREN DEPENDS ON COMPLEXITY AND SAFETY OF PREPARATION.
14. SOME COOKING EXPERIENCES MAY TAKE TWO DAYS. SAME GROUP MAY BE USED BOTH DAYS TO INSURE UNDERSTANDING OF THE PROCESS.
15. HAVE RECIPES PRINTED FOR PARENTS: CHILDREN LOVE SUPERVISING THE ACTIVITY AT HOME.

MAKE THE MOST OF EACH EXPERIENCE:

A. LET CHILDREN HELP WITH SHOPPING IF POSSIBLE
B. EXPERIENCE RAW FOODS, THEN COOKED VARIETY, JUICES, ETC.
C. DEVELOP CATEGORIES (GRAINS, FRUITS, VEGETABLES, SPICES, ETC.)
D. KEEP CANS, BOXES, SUPPLY OF BEANS, GRAIN, ETC., FOR PLAY STORE OR PLAY HOUSE.

THE SECRET IS TO PLAN CAREFULLY IN ADVANCE, INSURE SAFETY, AND WORK WITH A VERY SMALL GROUP.

SOME SUGGESTED EXPERIENCES (BEAR IN MIND THESE ARE ONLY A BEGINNING)

JELLO
CAKE
CUP CAKES
PUDDINGS
BISCUITS
MUFFINS

BREAD (YEAST)
BUTTER
MELON BALLS
ICE CREAM
TORTILLAS
CORN BREAD

SOUP
PIES
STEW
APPLESAUCE
WAFFLES
CASSEROLES

COOKIES (VARIETY INCLUDING RAISIN, OATMEAL, PERSIMMON)
COOK-OUTS: HOT DOGS, HAMBURGERS, BARBEQUES
HOT CHOCOLATE, CHOCOLATE MILK
BEANS, RICE, AND OTHER GRAINS

FRESH FRUIT JUICES
JELLIES AND JAMS
RHUBARB, ARTICHOKES, UNUSUAL FOODS
COOKED VEGETABLES AND FRUITS
GINGERBREAD AND GINGERBREAD MEN
HARDBOILED EGGS AND DEVILED EGGS
HONEY MIXTURES

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. PAPER 2. CRAYONS 3. PENCIL DRAW AN IMAGINARY INSECT OR CREATURE. WRITE A SHORT STORY ABOUT IT.	CREATIVE WRITING

-28284

PROCEDURAL NOTES	ACTIVITY

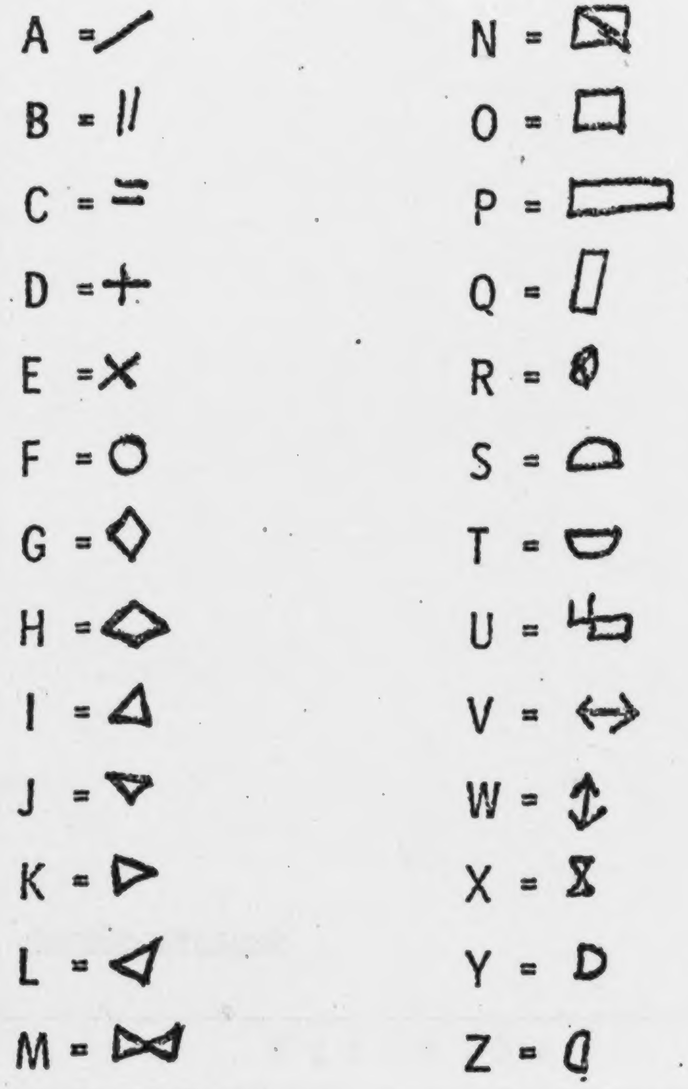
MATERIALS:
1. SYMBOL CODE
2. MESSAGE
3. PAPER AND PENCIL

INSTRUCTOR EXPLAINS DECODING TASK BY DOING FIRST WORD ON THE CHALKBOARD. THOSE CHILDREN THAT UNDERSTAND ARE ALLOWED TO PROCEED. EACH STUDENT IS GIVEN A CODE SHEET AND A MESSAGE SHEET. MESSAGE IS TRANSLATED AND WRITTEN IN CURSIVE OR MANUSCRIPT ON A CLEAN SHEET OF PAPER. INSTRUCTOR GIVES INDIVIDUAL HELP WHEREVER NEEDED.

VARIATION: LET STUDENTS COMPOSE MESSAGES AND EXCHANGE WITH OTHER STUDENTS FOR DECODING.

DECODING EXPERIENCE

CODE



PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. ? CAPITALIZE ON ANY EXPERIENCES STUDENTS HAVE HAD. LET STUDENTS WORK IN PAIRS OR INDIVIDUALLY. AFTER THE CHILDREN HAVE CHOSEN A FEASIBLE DEMONSTRATION, THE INSTRUCTOR SHOULD CONFER WITH THEM ASSISTING IN GATHERING NEEDED MATERIALS. WORKABLE DEMONSTRATIONS MIGHT BE TORTILLA MAKING, GUITAR PLAYING, SOCCER TECHNIQUES, ETC.	DEMONSTRATIONS

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. DISTAR LANGUAGE KIT 2. DISTAR TAKE HOMES ORAL LANGUAGE DEVELOPMENT KIT PUT OUT BY S.R.A. FAST MOVING SEQUENTIAL PROGRAM. LESSONS ARE SET UP WITH SPECIFIC OBJECTIVES AND PATTERNS. TO USE THIS APPROACH, THE INSTRUCTOR MUST FAMILIARIZE HIMSELF WITH THE TECHNIQUE AND MATERIALS.. VERY GOOD TEACHING TOOL FOR E.S.L.	DISTAR LANGUAGE

PROCEDURAL NOTES

MATERIALS:

1. STRING (4 FEET)
2. NAILS
3. PAPER
4. PENCIL

FIND QUIET OUTDOOR AREA TO TAKE GROUP. ASSIGN PARTNERS AND LET THEM STAKE OUT AN AREA WITHIN THE INSTRUCTORS VIEW. EACH TEAM THEN OBSERVES AND LISTS FAUNA AND FLORA WITHIN THE AREA OF THEIR STAKEOUT. THE INSTRUCTOR CIRCULATES AMONG TEAMS AND ASSISTS AS NEEDED.

NOTE: THIS CAN ALSO BE A SPECIFIC EXPERIENCE USING COLORS OR SHAPES WITHIN THE STAKED AREA.

ACTIVITY

ECOLOGY STAKEOUT

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. CAMERA (FOR SLIDES) 2. DATA SHEET	FIELD TRIPS

THE FIELD TRIP OFFERS THE MOST VALUABLE SOURCE FOR VOCABULARY DEVELOPMENT OF ANY OTHER FORM OF EXPERIENCE. THEREFORE TO OBTAIN THE MOST EFFECTIVE RESULTS TAKES MUCH PRE-PLANNING. THE FOLLOWING SUGGESTIONS ENRICH ANY FIELD TRIP:

#1 PRE-PLANNING

A. KNOW WHERE AND WHY YOU ARE GOING.

B. RESEARCH THE SITE.

C. PREPARE VOCABULARY LIST.

D. TAKE SLIDES, STILLS OF ACTUAL SITE, AND POINTS OF INTEREST.

#2 DEVELOPING THE TRIP

A. USE SLIDES, STILLS AND VOCABULARY LISTS IN PRE-FIELD TRIP DISCUSSIONS.

B. DISCUSS AND VIEW RELATED AREAS OF PROPOSED SITE.

C. LEAVE SOME QUESTIONS UNANSWERED

#3 FIELD TRIP

A. VISIT THE SITE AND TAKE MORE PICTURES

B. INCLUDE PICTURES SHOWING PUPIL INVOLVEMENT

#4 POST-TRIP

A. REVIEW SLIDES AND DISCUSS ORALLY.

B. REVIEW VOCABULARY AND USE SLIDES AS VEHICLE FOR MEMORY RECALL.

C. USE SLIDES FOR WRITTEN LANGUAGE EXERCISES.

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. STRING 2. DOWELING OR STICK 3. MAGNET 4. BOBBY PINS, CLIPS, ETC. TIE A PIECE OF STRING TO A LENGTH OF DOWELING OR A STICK. ON THE OTHER END OF THE STRING, TIE A MAGNET. THE CHILD CAN "CATCH" BOBBY PINS, CLIPS, MAYBE EVEN A GIANT FISH!	FISHING POLE

HOME LIVING: PROCEDURAL NOTES

ROLE PLAYING IS ESSENTIAL IN CHILD DEVELOPMENT, AND IT WILL BE ESSENTIAL IN YOUR PROGRAM. GIVE IT PLENTY OF SPACE; HOME LIVING UNIT, GAS STATION, GROCERY STORE, ETC. IN HOME UNIT, PROVIDE MORE THAN KITCHEN; CONSIDER SETTING UP A LIVING-DINING ROOM AREA NEAR-BY WITH SOME FURNITURE, EASEL PAINTINGS MOUNTED ON WALL, FLOOR LAMP, FISH BOWL, ETC., ALSO REMEMBER THAT A HOUSE RARELY OPERATES WITHOUT WATER, AND WATER DRIES QUICKLY!

IDEAS FOR HOME LIVING CORNER:

HATS: BOYS, GIRLS
DRESSES
COATS, JACKETS
SUSPENDERS
BELTS
BOOTS (LEATHER AND RUBBER)
SHOES
JEWELRY
GLOVES
PURSES
APRONS
ELECTRICAL APPLIANCES (INOPERATIVE)
FLOOR LAMP (WORKING)
DISCARDED LOVE SEAT, OTTOMAN, ETC.
POT HOLDERS
COMBS AND WIGS
COLOGNE BOTTLES (EMPTY AND FULL: PLASTIC)
SHAVING LOTION (EMPTY AND FULL: PLASTIC)
BLADELESS SAFETY RAZOR (STRESS SAFETY AT HOME)
PLASTIC DISH PANS
WASH TUBS, WATER, SOAP, SPONGES, BEATERS
"SLICKERS" AND UMBRELLAS
"SWEET" SOAP AND WASH BASINS
MIRRORS: TABLE, PURSE AND WALL
THROW RUG
COFFEE POT
FLOOR LAMP
MAGAZINE AND BOOK RACK
PHONOGRAPH AND RECORDS

DISHES FOR EATING, COOKING AND BAKING
CANNISTERS FOR PLAY DOUGH, COLD CEREAL, ETC.
"FIXED" APPLIANCES: TOASTER, WAFFLE IRON, ELECTRIC FRY PAN, IRON
  (NOTE: SMALL TRAVEL IRON WITH DIAL WELL TAPED ON LOW TEMPERATURE CAN BE PLUGGED IN, WARMED TO TOUCH AND USED BY CHILDREN.)
LIVING PLANTS
SHORT MOPS, BROOMS, ETC.
BIRD AND CAGE: PLACE IN HOME CORNER
CURTAINS, WASTE PAPER BASKET
FURNITURE BEYOND KITCHEN: SMALL BASKET, CHAIRS, TOOLS, CHILD SIZE BED
DOOR BELL OR BUZZER TELEPHONES
KITCHEN: TABLE AND CHAIRS, STOVE, REFRIGERATOR, CABINET FOR DISHES AND SINK; BLOCKS AND/OR BOXES WILL DO, BUT THERE IS NO SUBSTITUTE FOR WATER
FACSIMILE OF T.V. (LIKE BOX BEHIND WHICH OTHER CHILDREN CAN PRODUCE SHOW)
BED FOR CLASS PET (DOG, KITTEN, RABBIT)

P.S. DO YOU EVER SERVE SNACKS IN THIS AREA?

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. PAPER 2. PENCIL	IMMEDIATE EXPERIENCE FOR ORAL DISCUSSION

EMPLOY THE HELP OF ANOTHER PERSON IN YOUR SCHOOL. HAVE THE PERSON, DISGUISED, ENTER THE ROOM UNEXPECTEDLY, USING STRANGE ANTICS SUCH AS SCREAMING AND JUMPING. THE VISIT SHOULD BE BRIEF WITH A HASTY EXIT. THIS IS A GOOD TAKE-OFF FOR ORAL DISCUSSION USING QUESTIONS SUCH AS:

WHAT DID HE LOOK LIKE?

DID IT FRIGHTEN YOU?

HOW WAS HE DRESSED?

WHAT DID YOU FEEL LIKE DOING?

HOW DID YOU FEEL?

DO YOU KNOW WHO IT WAS?

VARIATION: HAVE STUDENTS WRITE WHAT THEY SAW, HEARD, FELT....

PROCEDURAL NOTES	ACTIVITY
MATERIAL: 1. CHALK OR STICK DRAW HOPSCOTCH ON BLACKTOP OR IN DIRT. WRITE, INSTEAD OF NUMBERS, WORDS OR LETTERS IN EACH SQUARE. THE CHILD MUST THEN CALL CORRECTLY, THE SOUND OR WORD IN EACH SQUARE BEFORE HE CAN PROCEED TO THE NEXT SQUARE.	LANGUAGE HOPSCOTCH

PROCEDURAL NOTES

MATERIALS:
1. PAPER
2. PENCIL

WRITE THESE LETTERS, W-C-E-D, OR OTHERS ON THE CHALKBOARD. THE STUDENTS THEN WRITE AS MANY DIFFERENT SENTENCES AS THEY CAN. THEY MUST NOT ALTER THE PATTERN BY REARRANGING GIVEN LETTERS, OR ADDING EXTRA LETTERS OR WORDS.

ACTIVITY

LANGUAGE PATTERNS

EXAMPLE:

W - C - E - D

Ⓦe ⓒame ⓔach ⓓay.
Ⓦinter ⓒomes ⓔvery Ⓓecember.
Ⓦhat ⓒan ⓔlephants ⓓo?

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. PAPER 2. CRAYONS	LISTENING .(AUDITORY MEMORY)
INSTRUCTOR GIVES DIRECTIONS. AFTER DIRECTIONS ARE COMPLETED, STUDENTS CARRY OUT AND COMPLETE THE TASK. START WITH SIMPLE TASK TO GIVE IDEA OF WHAT IS WANTED. TASK DEPENDS ON SOPHISTICATION OF STUDENTS.	EXAMPLE: DRAW A HOUSE. MAKE IT HAVE TWO WINDOWS. COLOR THE HOUSE BLUE AND THE ROOF BROWN....
NOTE: INSTRUCTOR SHOULD HAVE TASK PRE-PLANNED AND A COPY OF WHAT HE WANTS DONE.	

LOW BUDGET ITEMS

LARGE BOXES, WOODEN OR CARDBOARD
USED POTS AND PANS (CAN BE SPRAYED WITH ENAMEL FOR COLOR) AND OTHER KITCHEN UTENSILS
MAGAZINE PICTURES (MOUNT ON HEAVY PAPER OR CARDBOARD)
OLD CLOCKS, SCALES, RADIOS
APPLIANCES: TOASTER, IRON, WAFFLE IRON, ETC. (TAKE OUT ELECTRIC UNIT OR CUT OFF END OF CORD
USED RUBBER TIRES FOR ROLLING, JUMPING ON, SITTING IN (INNER-TUBES ALSO)
LET CHILDREN CLEAN AND SCRUB WITH SOAP FIRST
OLD AUTOMIBLE OR BOAT
LARGE LOGS OR TRUNK OF FALLEN TREE
CONCRETE PIPE, 36" DIAMETER
OLD SHEETS (EASEL, APRONS, DOLL-BED SHEETS, CAPES)
USED TOYS OF ALL KINDS
SPOOLS FROM THREAD
SHOE STRINGS FOR BEADS
MACARONI FOR STRINGING AND ART USE
FOOD COLORING
OLD EYE GLASSES WITH LENS REMOVED
ROPE, 2-3" IN DIAMETER SECURELY FASTENED TO TREE FOR SWINGING
PIECES OF HOSE FOR GAS STATION, OIL CAN, GAS STATION LABELS, HATS, TIRE PUMPS
COFFEE TINS WITH PLASTIC LIDS (CAN BE SPRAYED OR PAINTED WITH ENAMEL)
PLASTIC SOAP CONTAINERS (MAKE FUNNELS, SCOOPS, ETC.)
COLLECTION OF BOLTS AND SCREWS TO FIT TOGETHER
PETS: GOLD FISH, A STRAY KITTEN, A TORTOISE, ETC.
SMALL METAL BOXES (BAND AIDS, SLIDE CAMERA FILM)
MARBLES
WIGS
INDIAN HEAD DRESSES AND FEATHERS
BEANS, RICE, ETC., FOR PLAY HOUSE
LARGE ROCKS (TOO LARGE TO LIFT) FOR SITING UPON AND FEELING
STEPING STONES IN YARD OR GARDEN FOR WALKING UPON AND JUMPING TO
INDOOR PLANTS: GET CUTTINGS FROM FRIENDS AND LET CHILDREN WATCH ROOTS DEVELOP BEFORE PLANTING
WIND CHIMES: INEXPENSIVE ON THE MARKET, OR MAKE FROM TIN, JEWELRY
SERIES OF LONG, LOW BOXES FOR TRAIN, TRUCKS, ETC. (WOODEN AND/ OR CARDBOARD)
PAINTERS BUCKETS - PLASTIC OR CARDBOARD
SUSPENDERS
PLASTIC INSETS FROM COOKIES AND CANDY BOXES

UNLABELED LIQUOR BOTTLES FOR COLORED WATER, PLACE ON LEDGE WHERE LIGHT SHINES
RHYTHM INSTRUMENTS, HOMEMADE
LARGE ANIMALS OR FIGURES FOR CLIMBING AND RIDING MADE FROM PAPER MACHE
BOX OF "JUNK" FOR TEXTURE, FOR DESIGN AND COLLAGE
BOX OF FABRIC SAMPLES FOR TEXTURE, SHAPE, COLOR
"SMALL BOTTLES", GARLIC, CINNAMON, CLOVES, COLOGNE, MOUTH WASH, EMPTY CONDIMENT BOXES, EMPTY COLOGNE BOTTLES AND POWDER BOXES, ETC.
"LOOK BOX" - WOODEN BOX WITH VARIETY OF LATCHES AND LOCKS ATTACHED TO DOOR, DOOR WILL OPEN WHEN ALL LOCKS AND LATCHES HAVE BEEN OPENED
BEAN BAGS, EASY AND INEXPENSIVE TO MAKE
COLLECTION OF DISCARDED KITCHEN UTENSILS SUCH AS SIFTERS, DISH PANS, FUNNELS, MEASURING CUPS AND SPOONS, EGG BEATERS, MUFFIN TINS, SPATULAS, ETC.
DRIED GOURDS, LARGE AND SMALL, FOR FORM AND COLOR; CAN BE PAINTED
COUNTRY MAIL BOX, OUTSIDE FOR MAIL DELIVERY
MAGAZINES, INTACT
NEWSPAPER (VARIETY OF USES IN ART EXPERIENCES)
COLORFUL WRAPPING PAPER, RIBBONS, BOWS, OLD GREETING CARDS
MIRRORS, VARIETY OF SIZES AND LOCATIONS
DISCARDED SINK FOR OUTDOOR WATER PLAY
FLANNEL BOARDS FOR USE BY TEACHER AND CHILDREN
PUNCHING BAG MADE FROM OLD PAIR OF JEANS
FEATHERS, SHEEP WOOL, PIECES OF FUR
WALKING OR JUMPING BOARDS, EASILY MADE
CANVAS FOR TENT OR PUP TENT, TAPES
ALUMINUM FOIL PANS
CARDBOARD TUBES FROM ROLLS OF PAPER
CATALOGS (SEARS, ETC.)
SAMPLE DRAPERY, CARPET, WALLPAPER BOOKS
OLD HOLIDAY GREETING CARDS
SILK SCARVES
FLOUR, CORN MEAL, GRAINS, ETC., TO SIFT, MEASURE AND FEEL.
BUTTONS; SORT FOR SIZE AND COLOR; STRING ON HEAVY THREAD
ZIPPERS, SNAPS, HOOKS, TOPS OF OLD TENNIS SHOES; MOUNT FABRICS ON BOARD (LIKE MONTESORRI MATERIALS) FOR MANIPULATION BY CHILDREN

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. BOOKS	ORAL READING
READ VARIETY OF THINGS TO STUDENTS. LET THEM EXPERIENCE DIFFERENT MOODS AND FEELINGS. DISCUSS MOODS AND EXPRESSIONS. GIVE STUDENTS ORAL READING EXPERIENCES USING SELECTED WORKS THAT EXPRESS DIFFERING MOODS.	EXAMPLE: SET UP SITUATIONS FOR STUDENTS; LET STUDENT READ THEM, INJECTING VARIOUS EXPRESSIONS. LAUGHING - "THE HOUSE IS BURNING" SERIOUS - "THE HOUSE IS BURNING" ETC. - "THE HOUSE IS BURNING"

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. SHORT STORIES INSTRUCTOR READS STORIES THAT ARE FAMILIAR OR INTERESTING. WHILE READING, STOP AND LET STUDENTS FILL IN CONTEXT BLANKS. ACCEPT ANY REASONABLE OFFERING.	ORAL READINGS

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. STORIES (BOOKS) EXPLAIN TO STUDENTS THAT YOU WILL READ A STORY AND THEN CHOOSE SOMEONE TO RETELL IT. THE LISTENERS ARE TO DISCOVER WHAT THE SPEAKER (RETELLER) LEAVES OUT. THE PERSON THAT DISCOVERS AN OMISSION THEN CONTINUES THE STORY UNTIL HE LEAVES OUT SOMETHING. THE PUPILS MUST KEEP IN MIND THAT THE STORY MUST BE IN SEQUENTIAL ORDER.	ORAL SEQUENCE

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. SCRIPTS 2. NARRATORS 3. CHARACTERS HAVE STUDENTS READ STORIES, PLAYS, ETC., WHILE OTHERS PANTOMIME THE PARTS BEING READ. AN EXTENSION OF THIS EXPERIENCE MIGHT BE THE PRESENTATION OF PLAYS. SPONTANIETY AND CREATIVITY SHOULD BE ENCOURAGED WITH LITTLE STRESS BY THE INSTRUCTOR. EITHER SPANISH OR ENGLISH CAN BE EMPLOYED IN THE EXPERIENCE.	PANTOMIME STORIES LITTLE RED RIDING HOOD THREE BEARS GOLDILOCKS ETC.

PROCEDURAL NOTES

MATERIALS: 1. CUISENNAIRE RODS

INSTRUCTOR SETS UP LANGUAGE PATTERN USING RODS. STUDENTS REPEAT PATTERNS. PUPILS TAKE TURNS MAKING PATTERNS FOR OTHERS TO FOLLOW.

EXAMPLE: TEACHER: THE ORANGE ROD IS LONGER THAN THE YELLOW ROD.

STUDENTS: THE ORANGE ROD IS LONGER THAN THE YELLOW ROD.

ACTIVITY

PATTERN DRILLS

SAMPLE KEY WORDS FOR PATTERNS:

ABOVE
BELOW
AT
AND
THEREFORE
BUT
OVER
PRETTIER
TALLER
SHORTER
INTO
BECAUSE
ON
SO
IF
IN
WITH
ETC.

FRUIT
VEGETABLE
PLANT
FURNITURE
APPLIANCES
SYMBOLS
VEHICLE
TOOL
CONTAINER
ANIMAL
INSECT
ETC.

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. PAPER SLIPS 1" X 2" 2. FELT PEN 3. BOX (WASTE BASKET) MAKE YOUR SLIPS BY WRITING A WORD, LETTER, ETC., ON EACH SLIP OF PAPER. INSERT POINT VALUE ON RIGHT HAND CORNER OF EACH SLIP. LET PARTICIPANT DRAW FROM BOX. IF HE CAN READ THE SLIP CORRECTLY, HE KEEPS IT. WHEN ALL THE SLIPS ARE GONE, THE POINTS ARE ADDED. PERSON WITH MOST POINTS IS THE WINNER. VARIATION: PASTE PICTURES ON CARDS FOR VOCABULARY EXERCISES NOTE: TO EXPLOIT MATH POSSIBILITIES HAVE CHILDREN ADD UP THEIR OWN POINTS.	PICK A SLIP (VISUAL, MATH, VOCABULARY SKILL)

MATERIALS: 1. 5" X 6" WHITE CARDS

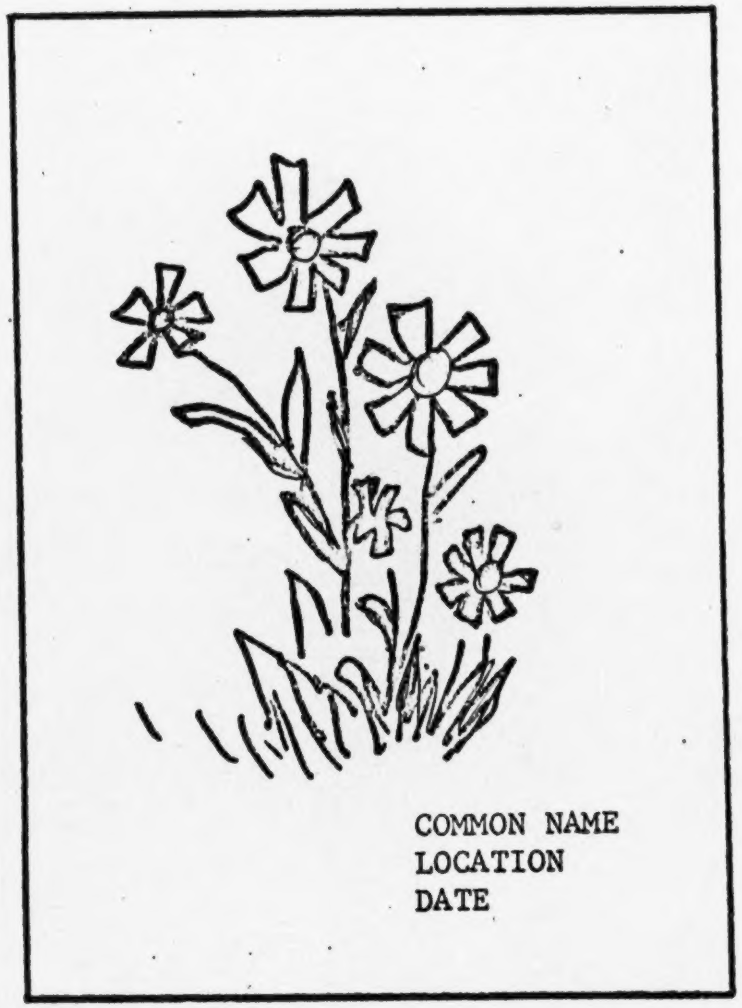
2. SCOTCH TAPE

COLLECT VARIOUS PLANT SAMPLES AND SCOTCH TAPE THEM ONTO 5" X 6" CARDS. USE THE LOWER RIGHT HALF OF THE CARD TO RECORD THE FOLLOWING INFORMATION: COMMON NAME

LOCATION

DATE

PLANT COLLECTION



PROCEDURAL NOTES

MATERIALS:
1. POEMS
2. PAPER
3. CRAYON
4. CARDBOARD OR TAGBOARD

SELECT AN APPROPRIATE POEM FOR YOUR STUDENTS. WRITE THE POEM ON CARDBOARD OR TAGBOARD. READ IT, AND THEN HAVE THE STUDENTS ILLUSTRATE THE POEM BY DRAWING A PICTURE TO REPLACE THE WORDS.

VARIATION: ILLUSTRATE ANY PART OF POEM. PUT ILLUSTRATIONS IN SEQUENCE. HAVE STUDENT READ PART OF POEM THAT FITS HIS ILLUSTRATION.

ACTIVITY

POEM ILLUSTRATIONS

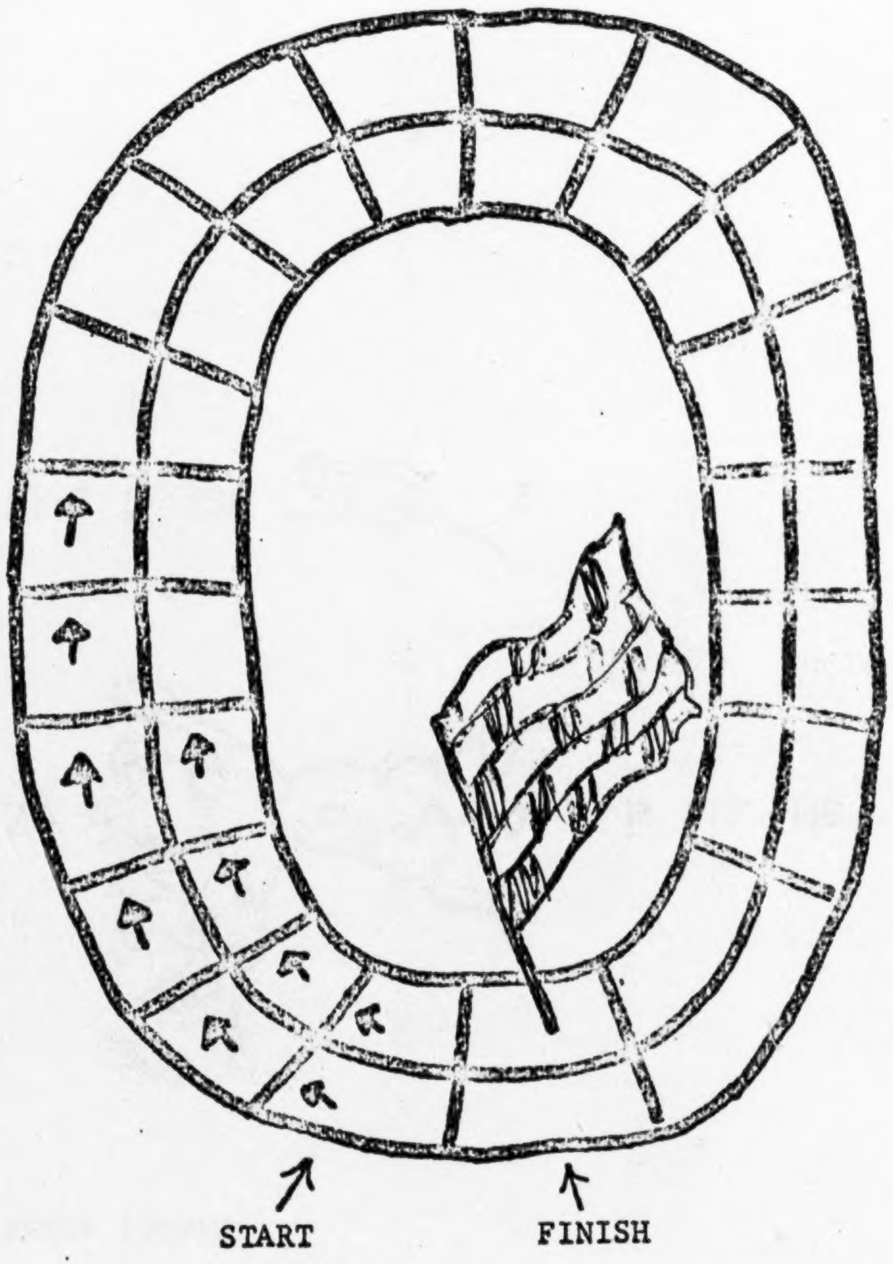
MATERIALS: 1. CHALK BOARD

DRAW A RACETRACK ON THE CHALK BOARD AND DIVIDE THE TRACK INTO EQUAL SECTIONS. ORGANIZE TWO TEAMS ON SEPARATE LINES (SINGLE FILE). INSTRUCTOR THEN CHOOSES A TEAM TO START BY GIVING THEM A WORD TO SPELL - ORALLY OR WRITTEN. THE FIRST PERSON RESPONDS, AND IF HE DOES SO CORRECTLY, HE TAKES A PLACE AT THE END OF THE LINE, AND THE NEXT PERSON OF THE SAME TEAM CONTINUES. THIS PROCEDURE IS REPEATED UNTIL A WRONG RESPONSE IS GIVEN. AFTER AN INCORRECT ANSWER THE OTHER TEAM IS GIVEN A CHANCE. THE PROCEDURE IS REPEATED UNTIL ONE TEAM REACHES THE FINISH LINE.

SCORE IS KEPT BY MEANS OF AN ARROW WHICH IS MOVED ONE SECTION AT A TIME, EACH TIME A CORRECT RESPONSE IS MADE.

VARIATION: FOR MORE EXCITEMENT ALL TEAMS COMPETE AT CHALKBOARD. INSTRUCTOR GIVES WORD; FIRST PERSON SPELLING WORD CORRECTLY WINS. REPEAT PROCEDURE UNTIL ONE TEAM WINS.

RACETRACK (ORAL OR WRITTEN SPELLING)



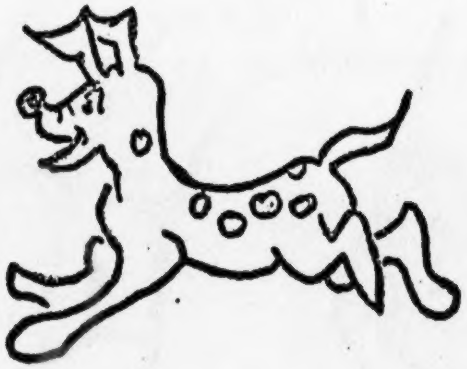
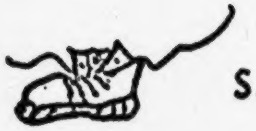
PROCEDURAL NOTES

MATERIALS:
1. MAGAZINES
2. PASTE
3. SCISSORS
4. PENCIL

HAVE STUDENTS SCAN MAGAZINES FOR PICTURES AND WORDS FOR THEIR REBUS STORIES. CHILDREN ARE INSTRUCTED TO MAKE UP A SHORT, SILLY REBUS STORY. TYPED AND HANDWRITTEN WORDS, AS WELL AS PICTURES CAN BE COMBINED TO COMPOSE A STORY. A SUGGESTED METHOD TO FURTHER INTEREST IS TO HAVE STUDENTS EXCHANGE STORIES AND READ COMPLETED STORIES.

ACTIVITY

REBUS STORIES

My  is big. He likes to eat  s.

P R O C E D U R A L N O T E S	A C T I V I T Y
M A T E R I A L S: 1. SOCKS (OLD PAIR) 2. 3" X 5" CARDS 3. SCOTCH TAPE 4. WEIGHT (ROCK, ETC.) 5. STRING INSERT WEIGHT INTO SOCK AND TIE THE OPEN END WITH A PIECE OF STRING 3' LONG. DRAG OLD SOCKS THROUGH WEEDS. SEEDS WILL STICK TO SOCK. CATEGORIZE SEEDS AND SCOTCH TAPE ON 3" X 5" CARD. IDENTIFY SEEDS, IF POSSIBLE, AND FIND OUT HOW THEY TRAVEL.	SEED COLLECTING

SELF-CONCEPT, SELF-IMAGE, SELF-IDENTITY, SELF-WORTH ARE ALL LABELS, WE DECIDED, THAT DEAL WITH SELF. ALL THESE RELATE TO AWARENESS OF SELF, AS THE CHILD, UNDER OUR DIRECTION AND GUIDANCE, DISCOVERS HIMSELF, TESTS HIMSELF, AND TAKES DELIGHT AND PRIDE IN HIMSELF. PARTIALLY THROUGH OUR EFFORTS, PERHAPS, THE CHILD WITH WHOM WE SPEND OUR PRECIOUS TEACHING HOURS WILL EMERGE WITH A "REAL ME" THAT HE CAN SUPPORT WITH ENTHUSIASM, NOT ENDURANCE.

OUR CHALLENGE IN THIS ESSENTIAL AREA OF EDUCATION IS TO ARRANGE FOR THE CHILD TO DISCOVER THE ANSWERS:

WHO AM I?
WHAT DO I NEED?

AS YOU OBSERVE CHILDREN IN YOUR DEVELOPMENT CENTERS, YOU ARE CERTAIN TO SEE SOME, PERHAPS MANY, MANIFESTATIONS OF THESE QUESTIONS. BELOW ARE SOME ANSWERS YOU WILL HELP THE CHILD DISCOVER.

HOW WILL YOU ENHANCE THESE DISCOVERIES?

THE CARDINAL RULE IS YOUR ATTITUDE TOWARD THE CHILD, WHICH IS REFLECTED IN YOUR EVERY CONTACT AND ACTION. YOUR ATTITUDE IS REFLECTED--AND DETECTED--IN YOUR CHOICE OF WORDS, YOUR TONE OF VOICE, THE SPEED OF YOUR SPEECH, YOUR POSTURE, YOUR WALK, YOUR EYES AND MOUTH, YOUR TOUCH. AND ALL THESE THINGS ABOUT YOU TELL THE CHILD HOW YOU FEEL. HE WILL KNOW WHETHER OR NOT YOU ARE A FRIEND.

DO NOT TRY TO FOOL A CHILD FOR LONG; CHILDREN POSSESS A SPECIAL WISDOM, A POIGNANT ABILITY TO SEE TRUTH IN US ADULTS WHICH WE CANNOT SEE IN OURSELVES.

BELOW ARE SOME SUGGESTIONS FOR YOUR CONSIDERATION:

1. USE THE CHILD'S NAME OFTEN WHEN SPEAKING TO HIM OR ABOUT HIM.
2. HAVE A LARGE (3 INCHES X 10 INCHES) TAG BOARD NAME TAG WITH HIS NAME (IN MANUSCRIPT OR BOLD PRINTING). LET HIM HANG IT SOMEWHERE IN THE ROOM EACH MORNING (PEG BOARD, BULLETIN BOARD, ETC.) EVENTUALLY HE COULD HANG IT BY HIS PHOTO. VARY BACKING FOR NAME TAGS WITH SUCH MATERIALS AS VELVET, BURLAP, SANDPAPER.
3. IN CONVERSATION, IDENTIFY PARTS OF A CHILD'S BODY FOR HIM.
4. HAVE A PHOTOGRAPHER MAKE LARGE PHOTOS OF EACH CHILD (8" X 10" OR LARGER) TO HANG IN ROOM, TO STAY FOR THE DURATION OF THE PROGRAM.
5. TAKE "HOME MOVIES" OF INDIVIDUALS AND SMALL GROUP IN DEVELOPMENT CENTER. SHOW THESE OFTEN TO CHILDREN (USE A DAYLIGHT SCREEN).
6. USE COLORED SLIDES IN SAME MANNER AS MOVIES. (INDIVIDUAL VIEWERS COULD BE OBTAINED FOR SLIDES.)
7. FREQUENTLY TEACH OR USE SONGS THAT USE CHILDREN'S NAMES.
8. OUTLINE THE CHILD'S BODY ON BUTCHER PAPER.
    (A) USE SILHOUETTE
    (B) LET CHILD PAINT IT
    (C) LET HIM PAINT IT AND ADD HAIR (YARN), RED BUTTONS, ETC.
9. TALK WITH CHILD ABOUT HIS FAMILY--MAKE FREQUENT REFERENCE TO PARENTS. BROTHERS AND SISTERS, AND OTHER ADULTS LIVING IN THE HOME.
10. RECOGNIZE (VERBALLY) EACH CHILD'S LIKES OR DISLIKES SUCH AS A FAVORITE DOLL, NOT-SO-FAVORITE BUT MIGHT TRY ONCE FOOD, FAVORITE OUTDOOR ACTIVITY. WE ARE ALL PLEASED AND FLATTERED WHEN OUR FRIENDS RECOGNIZE OUR PREFERENCES.

11. USE MIRRORS - LOTS OF THEM: FULL LENGTH, TABLE MODEL, HAND MIRRORS, TINY MIRRORS ON THE SCIENCE TABLE, COMPACTS AND SMALL MIRRORS IN PURSES. A DISCARDED 3-WAY MIRROR FROM A DRESS SHOP WOULD BE GREAT! MIRRORS REFLECT AN IMAGE--LET'S START THERE.
12. EMPHASIZE INDIVIDUAL CHILD'S SKILLS IN CONVERSATIONS, SUCH AS LUNCH OR SNACK TIME, OR WHEN ON THE PLAYGROUND. FOR EXAMPLE, AT SNACK TIME, "GEORGE, YOU CAN REALLY CLIMB WELL! I WAS WATCHING YOU THIS MORNING."
13. READ AND TELL A WIDE VARIETY OF STORIES TO WHICH THE CHILD CAN RELATE. FOR EXAMPLE, CHILDREN MAY LOVE A FUNNY STORY ABOUT A COMICAL PUPPY, BUT HE DISCOVERS SOMETHING ABOUT HIMSELF WHEN HE HEARS A STORY ABOUT A LITTLE BOY WHO IS AFRAID OF THUNDER IN A STORM. IT IS VERY IMPORTANT TO PROVIDE STORIES WITH PICTURES INVOLVING WHATEVER ETHNIC GROUP THE CHILD CAN RELATE TO. IF SUCH BOOKS ARE NOT AVAILABLE, FIND APPROPRIATE PICTURES IN MAGAZINES AND WRITE SOME STORIES OF YOUR OWN.
14. MAKE UP RIDDLES ABOUT EACH CHILD FROM TIME TO TIME AS "TIME FILLERS"! WHILE YOU ARE WAITING WITH A GROUP TO TAKE TURNS AT THE TOILET, YOU MIGHT SAY, "I AM THINKING OF A PRETTY LITTLE GIRL WHO HAS A RED RIBBON IN HER HAIR--WHO IS SHE?"
15. TAPE RECORDER: THIS IS AN ESSENTIAL PIECE OF EQUIPMENT IN ANY NURSERY SCHOOL FOR DEVELOPING LANGUAGE SKILLS AND SELF-AWARENESS. GIVE EACH CHILD MANY OPPORTUNITIES TO HEAR HIS OWN VOICE ON THE RECORDER AND TO HAVE HIS FRIENDS RECOGNIZE HIS VOICE.
16. PHOTOGRAPHS: A CAMERA IS BASIC EQUIPMENT IN A NURSERY PROGRAM FOR ANY GROUP OF CHILDREN, ESPECIALLY FOR CHILDREN WHO HAVE NOT SEEN PHOTOGRAPHS OF THEMSELVES. IN ADDITION TO SLIDE CAMERAS AND MOTION PICTURE CAMERAS THE REALLY BASIC CAMERA IS FOR SNAPSHOTS. TAKE MANY PICTURES OF THE CHILDREN, INDIVIDUALLY AND TOGETHER, PHOTOGRAPH THEIR BROTHERS AND SISTERS WHENEVER POSSIBLE, AND PHOTOGRAPH THEIR MOTHERS WHEN THEY PARTICIPATE AT SCHOOL. MOUNT THESE SNAPSHOTS ON BULLETIN BOARDS AT CHILDREN'S EYE LEVEL. AS YOU TAKE NEW PICTURES, TRANSFER THE OLD ONES TO A PHOTOGRAPH ALBUM. POLAROID CAMERAS ARE GREAT--THEY GIVE INSTANT REWARD.
17. LABELING WITH NAMES. PUT A CHILD'S NAME ON EVERYTHING THAT IS HIS--FOR EXAMPLE, ALL OF HIS EASEL PAINTINGS AND ART WORK, HIS COAT HOOK, HIS DRAWERS OR BOX, HIS TOOTHBRUSH, HIS PHOTOGRAPHS, ETC. ALWAYS PRINT HIS NAME CLEARLY AND BOLDLY.
18. SCRAPBOOKS - KEEP SAMPLES OF VARIOUS ART WORK THAT CAN BE KEPT IN SCRAPBOOKS OR BOXES AND CAN BE BROUGHT OUT FROM TIME TO TIME. IT IS EXCITING FOR THE CHILD, NOT ONLY TO RECOGNIZE HIS OWN WORK, BUT TO SEE HIS OWN GROWTH.
19. CULTURAL BACKGROUND: IT IS THE RESPONSIBILITY OF THE TEACHER TO BECOME KNOWLEDGEABLE ABOUT THE CUSTOMS, MORES, TRADITIONS AND CONTRIBUTIONS OF WHATEVER ETHNIC GROUP WITH WHICH SHE WORKS. THIS PART OF THE PROGRAM SHOULD BE INTERWOVEN IN A VERY NATURAL WAY, NOT PRESENTED WITH A "SOAP BOX" APPROACH. ALWAYS USE THE PARENTS IN THIS PART OF THE PROGRAM--FOR EXAMPLE, PREPARATION OF ITALIAN FOOD, LEARNING A MEXICAN DANCE, A FEW SPANISH WORDS, A JAPANESE GAME, A CHINESE PUZZLE, OR A NEGRO FOLK SONG.
20. ARTIST SKETCH: TRY TO GET A TALENTED RESOURCE PERSON TO COME IN AND DO PORTRAITS, CARICATURES OF EACH CHILD. USE AN OPAQUE PROJECTOR OR A FLASHLIGHT TO MAKE SILHOUETTES. **ONE DAY YOU MIGHT BE FORTUNATE ENOUGH TO FIND A BENEVOLENT SCULPTOR IN YOUR COMMUNITY.**

21. USE HOME-MADE (CHILD-MADE) AND COMMERCIAL PUPPETS AS AN OPPORTUNITY FOR THE CHILD TO REVEAL HIMSELF.
22. TAKE EVERY OPPORTUNITY TO RELATE THE EXPERIENCE OF ANY SINGLE CHILD TO THE ENTIRE GROUP. FOSTER RECOGNITION, APPRECIATION, AND AWARENESS OF EACH OTHER.
23. SHOW GROWTH: BATHROOM SCALES, CLINICAL SCALES, GROWTH CHART FOR HEIGHT, YARD STICKS, MEASURING TAPES.
24. BIRTHDAYS: CELEBRATE! MANY CHILDREN HAVE NEVER HAD A BIRTHDAY PARTY. SEE THAT THEY DO, WITH A CAKE, CANDLES, PUNCH, ICE CREAM, HATS, AND IF POSSIBLE, A SMALL GIFT. TAKE THE TIME TO MAIL A BIRTHDAY CARD TO THE CHILD'S HOME, AND IF YOU HAVE A MAILBOX AT SCHOOL, ASK THE MOTHER TO MAIL A CARD THERE.
25. HELP CHILDREN IDENTIFY ROLES; HELP THEM IDENTIFY AS A PART OF A GROUP.
26. LISTEN TO EACH CHILD, AND REALLY HEAR WHAT HE IS SAYING TO YOU. MAKE IT YOUR OWN PRIVATE PROJECT THAT EACH CHILD FEELS THAT IN SOME WAY, HE HAS SUCCEEDED EVERY DAY. THE DEGREE OF THE TEACHER'S SUCCESS IS DIRECTLY RELATED TO THE FEELINGS OF SUCCESS KNOWN BY CHILDREN WITH WHOM SHE WORKS.

PROCEDURAL NOTES	ACTIVITY
MATERIALS: #1: NONE #2: 1. PREPARED SHEET 2. PENCIL	SIMILIES
#1 ORAL BEGIN BY GIVING EXAMPLE EXPLAINING THAT YOU WANT THE SENTENCE COMPLETED. (EXAMPLE: AS SOFT AS SNOW), ETC.	#1 EXAMPLE 1. AS SOFT AS __________. 2. AS HAPPY AS __________. 3. HOT LIKE __________. 4. HARD LIKE __________.
#2 WRITTEN HAND OUT PREPARED SHEET WITH SIMILIES. ALLOW SPACE FOR STUDENTS TO THINK OF THEIR OWN.	#2 WRITE YOUR OWN SIMILIES 1. ____________________. 2. ____________________. 3. ____________________. 4. ____________________. 5. ____________________. 6. ____________________.

PROCEDURAL NOTES

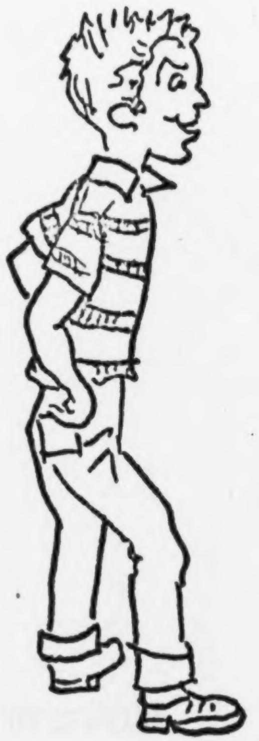
MATERIALS:
1. MAGAZINES
2. SCISSORS
3. PASTE
4. CONSTRUCTION PAPER

HAVE STUDENTS SCAN MAGAZINES FOR SINGULAR OR PLURAL PICTURES. CUT OUT AND PASTE THE PICTURES ON CONSTRUCTION PAPER. CHILDREN WRITE THE WORD(S) THAT GOES BENEATH THE PICTURE.

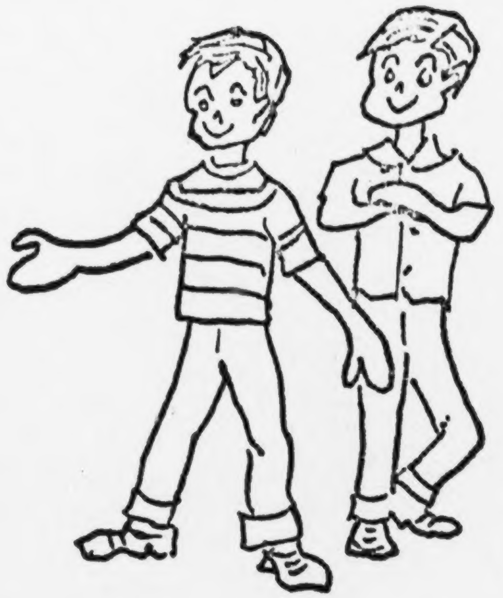
VARIATION: GROUP FOR STUDENT DEVELOPED CATEGORIES.

ACTIVITY

SINGULAR AND PLURALS.

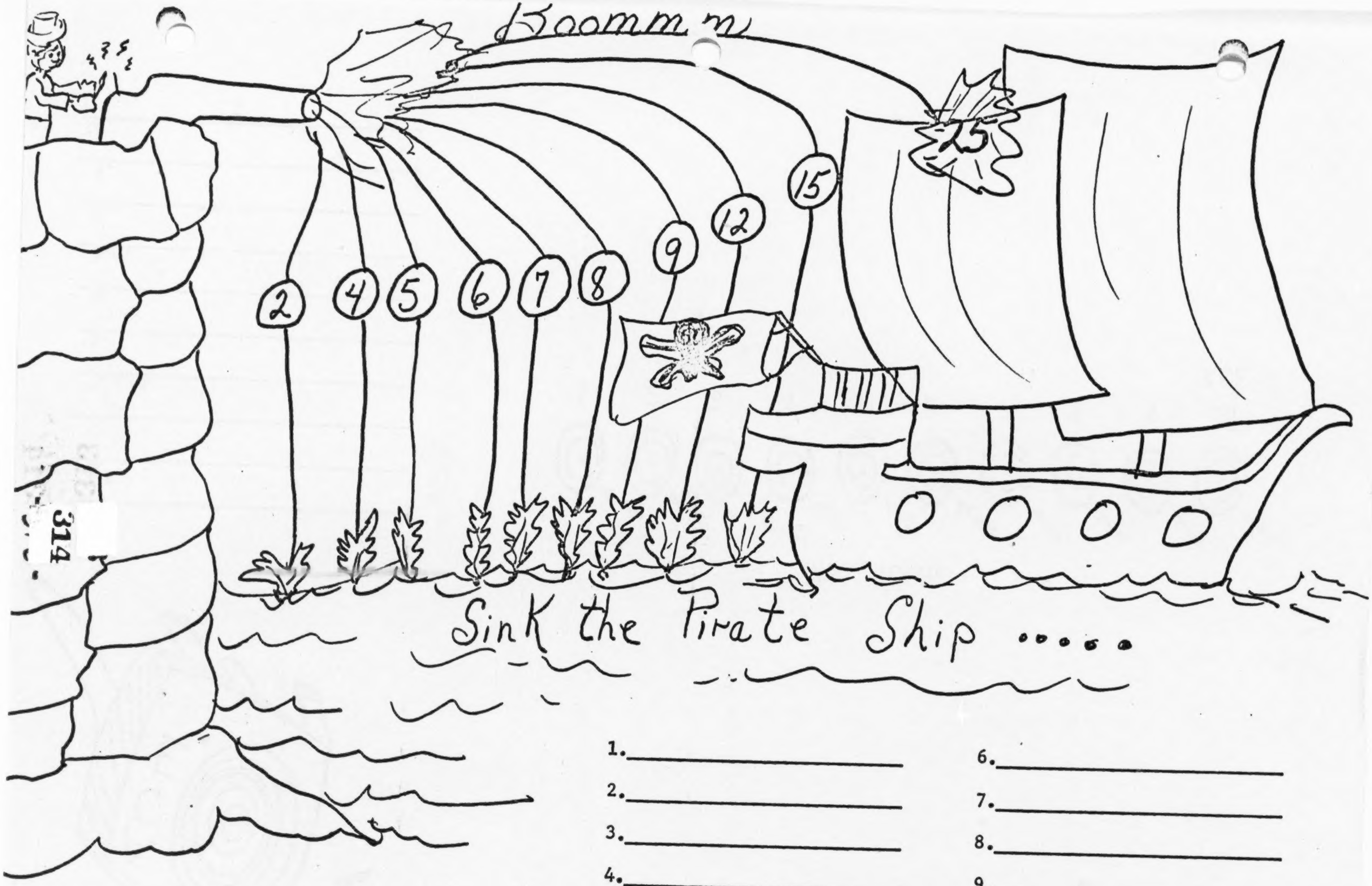


BOY



BOYS

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. DITTO SHEET 2. PENCIL INSTRUCTOR HANDS OUT DITTO SHEETS. (AREA FOR INSTRUCTION: VOCABULARY, SPELLING, MATH, ETC.). WORDS, LETTERS, SOUNDS, NUMBERS, AND SO ON ARE DICTATED. DAILY POINTS ARE KEPT AND TOTALED AT THE END OF THE WEEK. SOME SMALL PRIZE IS AWARDED TO THE WINNER. VARIATION: KEEP POINTS FOR TWO OR THREE WEEKS. TOTAL POINTS AT THE PRESCRIBED LENGTH OF TIME AND THEN AWARD EACH CHILD WITH SOME PRIZE.	SINK THE PIRATE SHIP ACE TREASURE CHEST SHARK BAIT BASEBALL


Boommm
2
4
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25

Sink the Pirate Ship .....

1.____________________

2.____________________

3.____________________

4.____________________

5.____________________

6.____________________

7.____________________

8.____________________

9.____________________

10.____________________

1. ______________________

____

3. ______________________

4. ______________________

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6. ______________________

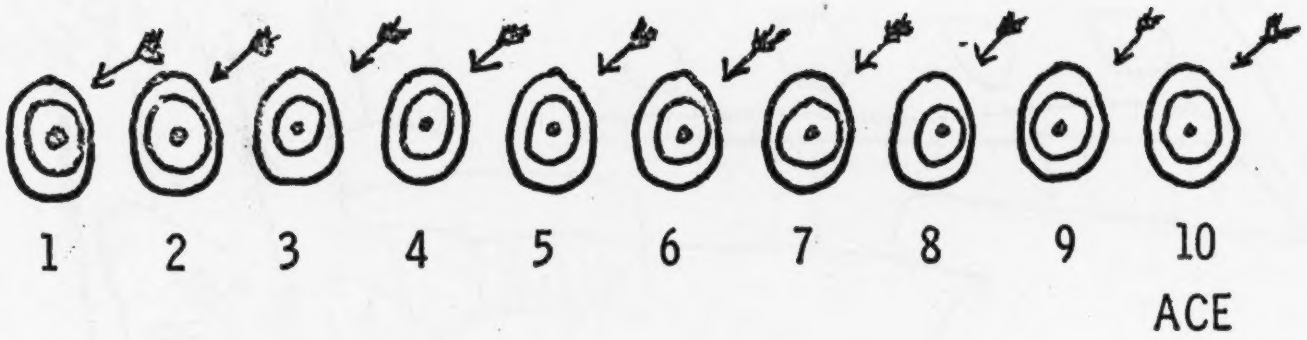
7. ______________________

8. ______________________

9. ______________________

10. ______________________

MY SCORE


1
2
3
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9
10
ACE

NAME:____________________

1.____________________

2.____________________

3.____________________

4.____________________

5.____________________

6.____________________

7.____________________

8.____________________

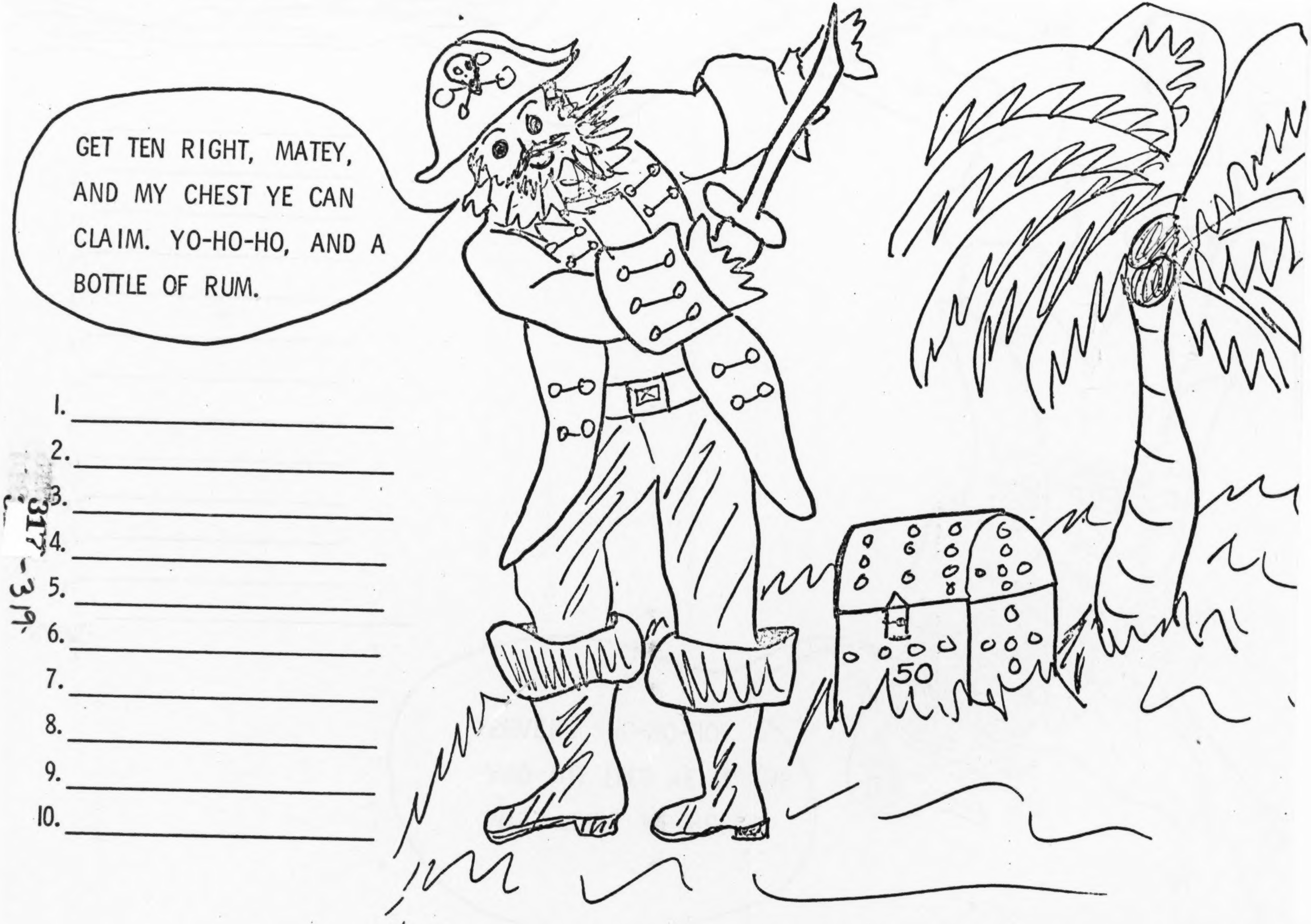
9.____________________

10.____________________

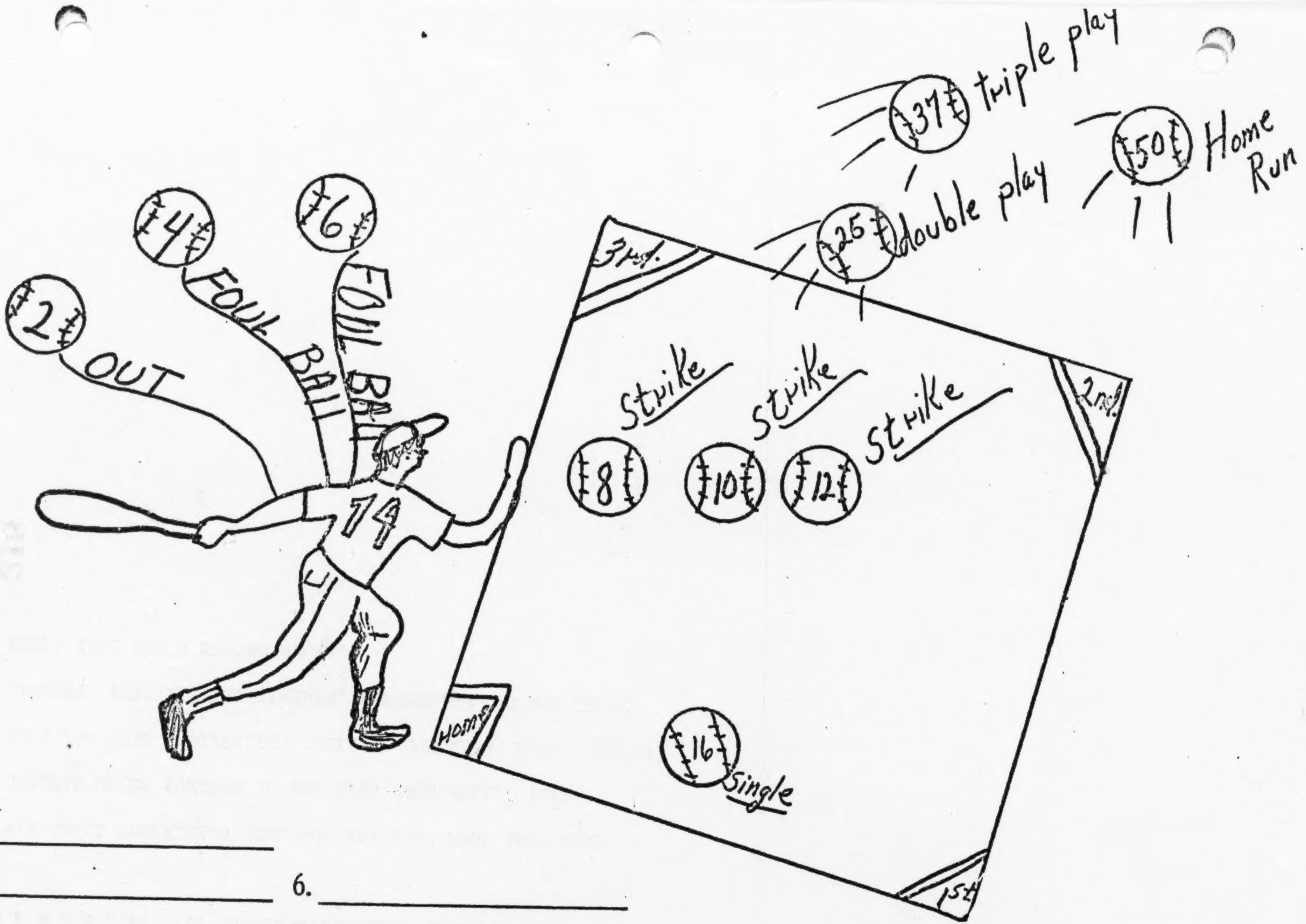
11.____________________

12.____________________

MISS FOUR, ME BUCKO, AND I'LL FEED YE TO THE SHARKS. HO-HO-HO.


GET TEN RIGHT, MATEY, AND MY CHEST YE CAN CLAIM. YO-HO-HO, AND A BOTTLE OF RUM.
50

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________



2 OUT
4 FOUL BALL
6 FOUL BALL
74
3rd.
2nd.
1st
HOME
8
10
12
Strike
Strike
Strike
16 Single
25 double play
37 triple play
50 Home Run

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. SMALL CONTAINERS (BABY FOOD JARS) ANY SMALL CONTAINERS WILL DO, BUT BABY FOOD JARS WITH SEVERAL HOLES PUNCHED IN THE LIDS WORK WELL. FILL EACH JAR WITH A DIFFERENT SMELL. SOME IDEAS ARE: CLOVES, SAWDUST, ROSE PETALS, LEATHER, PEPPERMINT, OR ANY OTHER SMELL THAT HAS A STRONG AROMA.	SMELL BOX

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. AT LEAST A DOZEN SMALL CONTAINERS 2. OBJECTS SUCH AS LIMA BEANS, SPLIT PEAS, ETC. USE AT LEAST A DOZEN CONTAINERS FOR THIS BOX SUCH AS BABY FOOD JARS OR METAL FILM CONTAINERS. DIFFERENT SOUNDS ARE OBTAINED BY VARYING THE AMOUNT AND WEIGHT YOU PUT INTO EACH CONTAINER. SOME IDEAS ARE: LIMA BEAN, SPLIT PEAS, SAND, PEBBLES, DRY CORN, ETC. THE CHILDREN ENJOY GUESSING WHICH ONE IS THE SOFTEST SOUND AND WHICH IS THE LOUDEST.	SOUND BOX

PROCEDURAL NOTES

MATERIALS: 1. DITTO SHEET
2. PENCIL
3. (OPTIONAL PRIZES) CEREAL

MAKE AT LEAST THREE DIFFERENT DITTO MASTERS WITH BEGINNING LETTERS. LETTERS MAY BE DUPLICATED BY MEANS OF UPPER AND LOWER CASE. HAND OUT SHEETS AND CALL OUT LETTER, INDICATING EITHER LOWER OR UPPER CASE. PLAYER FINDS LETTER AND INSTRUCTOR GIVES WORD TO BE COMPLETED. PLAYER WHO COMPLETES VERTICAL, HORIZONTAL, OR DIAGONAL LINE, CALLS OUT "SPINGO". INSTRUCTOR CHECKS HIS PAPER. IF ALL WORDS ARE CORRECT, THE GAME IS OVER.

ACTIVITY

SPINGO

EXAMPLE: SMALL d - DOG
CAPITAL F - FIND
ETC.

B	S	o	s	CH
T	I	m	th	P
dog	fl	Free	br	f
M	N	sh	D	b
r	L	R	c	Find

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. TAPE RECORDER HAVE CHILDREN TAPE A NEWS REPORT ON WEATHER, CAMP NEWS, PERSONAL INTERVIEWS, ETC. AFTER THE TAPE HAS BEEN COMPLETED, LET CHILDREN PLAY BACK RECORDING AND MAKE COMMENTS ABOUT IT. NOTE: THIS EXPERIENCE CAN BE EXPANDED BY SUGGESTING THAT PUPILS INTERVIEW OTHER GROUPS.	TAPED NEWS REPORTS

PROCEDURAL NOTES

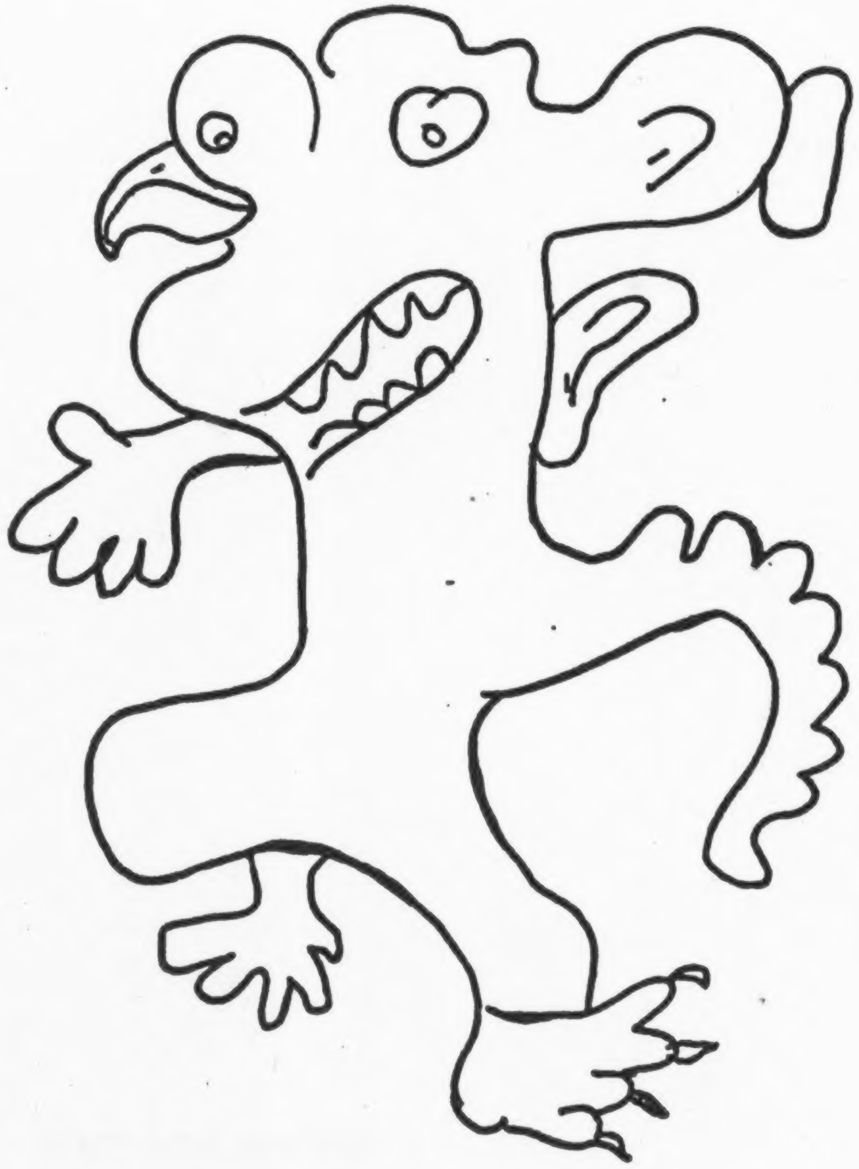
MATERIALS: 1. CHALK BOARD

2. CHALK

LET CHILDREN STUDY "THING" FOR SEVERAL MINUTES. WRITE IN FOUR COLUMNS, "WHAT IS IT?", "WHERE DOES IT COME FROM?", "WHAT CAN IT DO?", AND "WHAT WOULD YOU DO WITH IT?" WRITE RESPONSES ON APPROPRIATE COLUMNS. GOOD TAKEOFF FOR A CHART STORY.

ACTIVITY

THING



PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. SMALL OBJECTS OF DIFFERENT TEXTURES	TOUCH AND FEEL BOX

CHILDREN LOVE TO TOUCH AND FEEL BOTH FAMILIAR AND UNFAMILIAR OBJECTS. HERE ARE A FEW IDEAS THAT COULD BE KEPT IN A SPECIAL BOX AND CHANGED.

SOFT:	FEATHERS, FOAM RUBBER, CLOTH, COTTON, YARN, KLEENEX, FLOWER PETALS, A TINY KITTEN
MEDIUM:	RUBBER CORKS, SMALL PLASTIC BOTTLES AND CURLERS, RUBBER BALL, SAWDUST
HARD:	NUTS, BOLTS, PENNIES, TILE, SEED PODS, NAILS, METAL LIDS, WOOD, CRAYONS
MAKE BELIEVE:	ARTIFICIAL FRUITS, FLOWERS, BIRDS

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. SITE 2. COSTUMES HAVE CHILDREN SIGN UP FOR VARIOUS ACTS. CAPITALIZE ON ANY TALENT A CHILD MAY POSSESS. INCLUDE SUCH ACTS AS SINGING, DANCING, DRAMA, PANTOMIMES, AND SO ON. WHEN POSSIBLE, MATERIALS USED FOR COSTUMES SHOULD BE MADE IN CLASS. GIVE CHILDREN OPPORTUNITY TO MAKE AND CREATE THEIR OWN COSTUMES.	VARIETY SHOW (FIESTA)

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. COMIC STRIPS 2. MAGAZINES 3. OLD SCHOOL TEXTS SCAN MAGAZINES, COMICS, OR TEXTS FOR SEQUENTIAL VISUAL ILLUSTRATIONS. CUT THEM OUT AND MOUNT EACH SEQUENCE (EACH BLOCK OF COMIC STRIP, ETC.) ON CARD BOARD. MAKE SEVERAL DIFFERENT SEQUENCES. PLACE IN NON-SEQUENTIAL ORDER IN PACKET. DISTRIBUTE TO STUDENTS AND HAVE THEM RACE AGAINST THE CLOCK TO PUT THEM IN CORRECT SEQUENCE. (TIME LIMIT WILL DEPEND ON DIFFICULTY OF THE TASK.)	VISUAL SEQUENCE

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. PICTURES DISPERSE PICTURES AMONG STUDENTS. ASK QUESTION, "WHO HAS THE PICTURE OF A ________________?". PERSON HOLDING PICTURE TELLS ALL HE CAN ABOUT HIS PICTURE. VARIATION: WHAT IS IT? BLIND FOLD A CHILD AND LET HIM FEEL AN OBJECT. HE THEN TRIES TO TELL AS MUCH AS HE CAN ABOUT IT. THE LAST THING HE DOES IS TRY TO NAME IT.	WHO HAS IT?

PROCEDURAL NOTES

MATERIALS:
1. TOPICS
2. PAPER
3. PENCIL

INSTRUCTOR PLACES A TOPIC OR QUESTION ON THE CHALKBOARD. STUDENTS ARE THEN GIVEN THREE MINUTES TO EXPAND ON TOPIC. THE MAIN PURPOSE FOR THE EXPERIENCE IS TO MAKE STUDENTS THINK AND ORGANIZE IDEAS ON PAPER.

NOTE: DO NOT BE CONCERNED WITH SPELLING. IDEAS AND ORGANIZATION ARE THE GOALS. THIS IS ALSO A MEANS OF ASSESSING THE STUDENT'S WRITTEN SKILLS.

ACTIVITY

WRITTEN LANGUAGE

SAMPLE TOPICS

WHY BOYS ARE BETTER THAN GIRLS

WHY GIRLS ARE BETTER THAN BOYS

MY FAVORITE SINGER

THE WORK I THINK IS HARD

MY LONGEST TRIP

SECTION B

RECREATION

PROCEDURAL NOTES

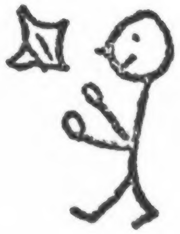
MATERIALS: 1. BEAN BAGS

STUDENTS HOLD BEAN BAGS IN HAND. AT INSTRUCTOR'S COMMAND, "NOW!", CHILDREN TOSS BAGS INTO AIR. AS THE BAGS ARE IN THE AIR, AN INSTRUCTION IS GIVEN TELLING WHAT PART OF BODY THE BEAN BAG SHOULD TOUCH.

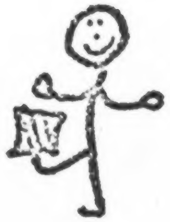
ACTIVITY

AWARENESS TOSS

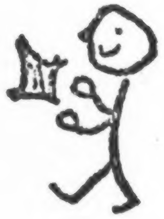
EXAMPLE:



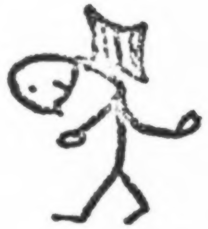
NOW!



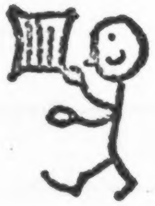
LEFT FOOT



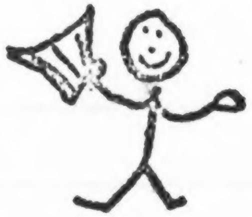
NOW!



BACK



NOW!



RIGHT HAND

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. BALLS A) LARGE B) MEDIUM C) SMALL INSTRUCTOR STARTS WITH LARGE BALL AND TOSSES IT INTO THE AIR. CHILD MUST MOVE TO POSITION HIMSELF TO CATCH BALL. SAME PROCEDURE IS FOLLOWED WITH ALL SIZE BALLS. TASK BECOMES INCREASINGLY MORE DIFFICULT BY TOSSING BALLS HIGHER AND HIGHER. NOTE: TEAM OR INDIVIDUAL EVENT.	BALL CATCH

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. BASES 2. STOP WATCH OR WRIST WATCH SELECT TEAMS. LINE ALL TEAM MEMBERS (FASTEST TO SLOWEST) BEHIND HOME PLATE. AT "GO" SIGNAL, THE FASTEST PLAYER STARTS RUNNING. OTHERS FOLLOW IN ORDER. EACH TEAM MEMBER MUST TOUCH THE BASES OR TEAM IS DISQUALIFIED. AS THE LAST MAN TOUCHES HOME, STOP CLOCK AND RECORD THE TIME. NEXT TEAM FOLLOWS SAME PROCEDURE. TEAM WITH BEST TIME IS PROCLAIMED WINNER. NOTE: THERE IS NO MAGICAL NUMBER AS FAR AS TEAM MEMBERSHIP; HOWEVER, TEAMS COMPETING SHOULD BE EQUAL. THIS CAN ALSO BE AN INDIVIDUAL EFFORT BY PLAYERS.	BASE RUNNING

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. BALL (SOFTBALL)	BASE THROWING

A LINE OF PLAYERS SHOULD BE STATIONED ON EACH BASE, INCLUDING "HOME". CATCHER STARTS GAME BY THROWING BALL TO THE SECOND BASE MAN; THE SECOND BASE MAN THROWS TO THE FIRST BASE MAN; THE FIRST BASE MAN THROWS TO THE THIRD BASE MAN, AND THE THIRD BASE MAN THEN THROWS TO HOME. PLAYERS REMAIN ON BASE UNTIL AN ERROR IS MADE BY A BASEMAN, THEN NEW PLAYERS MAN THE BASES AND PROCEDURE IS REPEATED.

VARIATION: INSTRUCTOR CALLS PLAYS.

EXAMPLE: "FIRST TO SECOND; SECOND TO HOME, ETC."

PROCEDURAL NOTES

MATERIALS: 1. BASKETBALL

#1 BOUNCE PASS: USE TWO HANDS AND PUSH BALL FROM CHEST. BALL HITS BLACK TOP AND BOUNCES TO OPPOSITE PLAYER.

#2 CHEST PASS: BALL IS HELD AT CHEST LEVEL AND PUSHED DIRECTLY WITH A QUICK MOTION TO TEAMMATE.

#3 OVERHEAD PASS: BALL IS HELD ABOVE THE HEAD USING TWO HANDS. WITH BOTH HANDS, BALL IS THEN PUSHED FORWARD TO TEAMMATE.

#4 UNDERHAND PASS: THE BALL IS BALANCED WITH ONE HAND AND SHOVED WITH A QUICK UNDERHAND MOTION TO TEAMMATE.

ACTIVITY

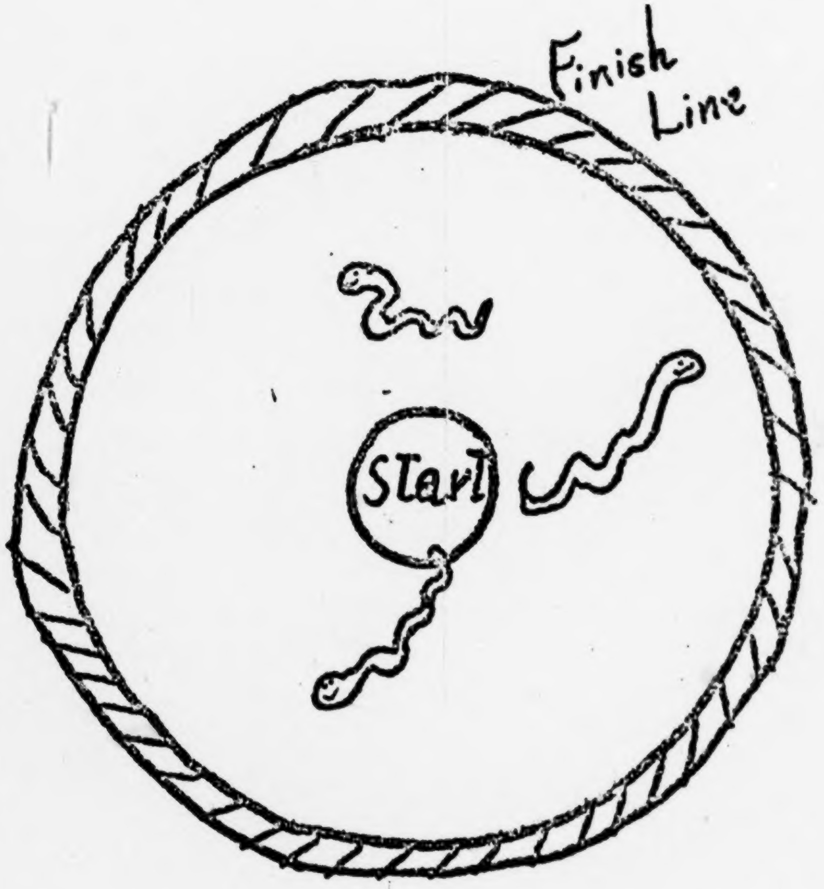
BASKETBALL PASSES:

- #1 BOUNCE PASS
- #2 CHEST PASS
- #3 OVERHEAD PASS
- #4 UNDERHAND PASS

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. BASKETBALL 2. COURT TEAMS ARE LINED ON OPPOSITE ENDS OF THE COURT. AT GIVEN SIGNAL ONE PLAYER FROM EACH TEAM DRIBBLES TO OPPOSITE BASKET. HE "SHOOTS" BALL UNTIL HE MAKES A BASKET. AFTER MAKING THE BASKET, THE PLAYER DRIBBLES BACK AND PASSES BALL TO NEXT PLAYER. THE PROCEDURE IS CONTINUED UNTIL ONE TEAM HAS HAD ALL THEIR PLAYERS COMPLETE THE TASK. VARIATION: START TEAMS AT SAME END OF COURT. LET THEM MAKE BASKET ON STARTING END AND THEN DRIBBLE TO OPPOSITE END MAKING BASKET THERE AND RETURNING TO STARTING POINT.	BASKETBALL RELAYS

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. COLORED CHALK FUN TO USE ON BLACKBOARDS, PRETTY ON PAPER, BUT THE MOST FUN ON DAMPENED PAPER TOWELS.	COLORED CHALK

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. BOX 2. CORN MEAL 3. SIEVES 4. MEASURING CUPS 5. SPOONS PARTIALLY FILL A BOX WITH CORN MEAL. PROVIDE SIEVES, MEASURING CUPS, AND SPOONS, BUT NO WATER UNLESS YOU WANT CORN MEAL PIES. THE CHILD CAN WORK AT A CARD TABLE THAT IS PLACED ON AN OLD SHOWER CURTAIN OR A PLASTIC TABLECLOTH. CORN MEAL IS VERY SIMILAR TO SOFT SAND.	CORNMEAL SANDBOX

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. CAN 2. CRITTER (REPTILE, INSECT) CHILDREN CATCH CRITTER AND REGISTER IT INTO A CLASSIFICATION. CONTESTANTS ARE PLACED IN CENTER OF A DRAWN CIRCLE, ACCORDING TO CLASSIFICATION. INSTRUCTOR GIVES SIGNAL TO GO, AND PUPILS RELEASE THEIR CRITTER. THE FIRST CRITTER TO CROSS OUTSIDE LINE (SEE DIAGRAM) IS THE WINNER. RIBBONS ARE GIVEN FOR 1st, 2nd, 3rd, and 4th PLACE CRITTERS.	CRITTER RACE. 

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. NONE STUDENTS LINE UP ARMS LENGTH APART. INSTRUCTOR CALLS DIRECTION RIGHT OR LEFT AND NUMBER OF JUMPS TO COMPLETE CIRCLE. FOR INSTANCE, IF THE INSTRUCTOR SAYS, "LEFT-FOUR", THE STUDENTS WOULD THEN TURN LEFT ON INSTRUCTOR'S COUNT GAUGING THEIR JUMPS APPROXIMATELY A QUARTER OF A CIRCLE WITH EACH COUNT. ON FOUR, A COMPLETE ROTATION OF A CIRCLE WOULD BE MADE. VARIATION: DIRECTION: A) LEFT-TWO------- PAUSE (1) (2) B) RIGHT-THREE---- PAUSE (1) (2) (3) C) LEFT-TWO------- RIGHT-TWO----PAUSE (1) (2) (1) (2)	DIRECTIONAL JUMP

P R O C E D U R A L N O T E S	A C T I V I T Y
M A T E R I A L S: 1. SOFTBALLS 2. BATS 3. WATCH TEAMS ARE ALLOWED FIVE MINUTES AT BAT. OUTS ARE NOT COUNTED. THE OBJECT OF THE GAME IS TO PREVENT A PLAYER FROM REACHING HOME TO SCORE. EACH TEAM PITCHES FOR ITSELF. EACH PLAYER IS GIVEN THREE HITTING CHANCES. HE MUST HIT FAIR ONE OF THE PITCHES OR THE NEXT PLAYER IS UP. AFTER FIVE MINUTES THE OTHER TEAM IS UP AND THE PROCEDURE IS REPEATED.	FIVE MINUTE SOFTBALL

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. GOOD SIZE PIECE OF WOODEN BOARD 2. VARIOUS TYPES OF HARDWARE ENDLESS HOURS OF ENJOYMENT AND FASCINATION COME FROM PLAYING WITH THIS BOARD. TO MAKE THIS GADGET, YOU WILL NEED A GOOD SIZE PIECE OF WOODEN BOARD, PLUS ALL KINDS OF DIFFERENT HARDWARE. THE CHILDREN ENJOY BEING ABLE TO PUSH AND PULL, SCREW AND UNSCREW, SLIDE AND UNSLIDE AND ON AND ON. SOME IDEAS TO PUT ON THE BOARD ARE: SLIDING DOOR BOLT — SCREEN DOOR HOOK PADLOCK AND KEY — LIGHT SWITCHES COMBINATION LOCK — DRAWER PULLS NUT AND BOLT — AN OLD DOOR BELL	GADGET BOARD

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. GLASS WAX WHEN THE CHILDREN FOR ONE REASON OR ANOTHER CANNOT GO OUT AND PLAY, THIS IS GREAT FUN FOR THEM. RUB GLASS WAX ALL OVER THE WINDOW AND ALLOW TO DRY. NOW LET THEM DRAW WITH THEIR FINGERS TO CREATE ALL KINDS OF DESIGNS OR PICTURES. WHEN THEY ARE DONE, THE CLEANING UP IS SIMPLE, JUST WIPE THE WINDOWS WITH A CLEAN CLOTH. THE KIDS HAVE HAD FUN PLUS YOU GET THAT LONG OVERDUE WINDOW CLEAN.	GLASS WAX FUN

PROCEDURAL NOTES	ACTIVITIES
MATERIALS: NONE	JUMPING
STUDENTS ARE GIVEN DIRECTIONS TO JUMP DIFFERENT WAYS.	EXAMPLES: JUMP HIGH JUMP BACKWARDS JUMP SIDEWAYS JUMP AS FAR AS YOU CAN

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. HULA HOOPS INSTRUCTOR ORGANIZES CHILDREN INTO SINGLE LINE. INSTRUCTOR THEN TAKES A HULA HOOP AND THROWS IT OUT USING AN UNDERHAND MOTION. AS THE HOOP COMES IN FRONT OF THE INSTRUCTOR'S BODY, HE GIVES IT A QUICK BACKWARD JERK APPLYING WRIST ACTION. HOOP SAILS OUT AND WHEN IT HITS THE GROUND, IT WILL ROLL BACK TOWARDS THE THROWER. CHILD CHASES AFTER HOOP WHEN IT LEAVES THE THROWER'S HAND. THE OBJECT IS TO GET THROUGH THE HOOP WHILE IT IS MOVING.	JUMP THE HOOP

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. KICKBALL TEAMS ARE CHOSEN AND ASSIGNED A GOAL TO DEFEND. PLAYERS POSITION THEMSELVES COVERING THEIR GOAL AS BEST THEY CAN. ONE TEAM STARTS GAME BY KICKING BALL TO OPPONENT. OBJECT OF THE GAME IS TO CATCH THE BALL. IF A PLAYER MISSES THE BALL, THE TEAM THAT FIRST KICKED, KICKS AGAIN FROM POINT OF MISS. WHEN A PLAYER CATCHES THE BALL, HE IN TURN KICKS IT TOWARD HIS OPPONENTS' GOAL FROM POINT OF CATCH. TEAM SCORES WHEN BALL CROSSES OPPONENT'S GOAL, AND IS NOT CAUGHT. IF A TEAM SCORES, IT REPEATS THE SAME PROCEDURE AND KICKS TO OPPONENTS.	KICK AND CATCH

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1 PAN 6 x 6 1 - 2 CUP MEASURING CUP 1 - 1 CUP MEASURING GUP 1 FUNNEL 1 SPONGE 1 SET MEASURING SPOONS THE ABOVE IS TO BE USED INDIVIDUALLY BY ONE CHILD TO MEASURE AND POUR WATER OR CORN MEAL. HE SHOULD SPONGE UP THE WATER AND SQUEEZE IT BACK INTO THE CUPS. VERY GOOD FOR QUIETING ON OVER EXCITED CHILD AND ALSO TO LEARN MEASUREMENTS.	MIX, MEASURE AND SPLASH

PROCCEDURAL NOTES	ACTIVITTY
MATERIALS: 1. WOODEN BLOCKS 2. SANDPAPER 3. CARDBOARD TUBES 4. PLATES 5. BELLS 6. RUBBER BANDS 7. SHOE BOX 8. THIMBLES 9. WASHBOARD	MUSICAL INSTRUMENTS
SANDPAPER BLOCKS: TACK SANDPAPER ON BLOCKS AND SWISH TOGETHER	
WOO-WOOS: BLOW, HUM, AND SPUTTER THROUGH A CARDBOARD TUBE	
TAMBORINE: STAPLE TWO PAPER PLATES TOGETHER, FACING EACH OTHER. TIE ON JINGLE BELLS OR SOME JANGLY HARDWARE AND SHAKE AWAY.	
GUITAR: STRETCH RUBBER BANDS AROUND A SHOE BOX AND PLUCK AWAY.	
SINGING WASHBOARD: FIND AS MANY THIMBLES AS YOU CAN AND LET THE CHILD PUT THEM ON HIS FINGERS AND RUB THEM ACROSS THE BUMPS OF THE WASHBOARD. ICE-CREAM STICKS OR WOODEN SPOONS WORK TOO.	

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. SOFTBALL 2. BASES CHOOSE TEAMS. TEAMS TAKE POSITION--OUTFIELD, AND "UP" TEAM STARTS GAME WITH FIRST PLAYER CALLING OUT EITHER "FLY" OR "GROUNDER". PLAYER THEN THROWS BALL ACCORDING TO CALL. (IF HIS THROW DIFFERS FROM HIS CALL, HE IS OUT.) AFTER PLAYER THROWS THE BALL, REGULAR SOFTBALL RULES ARE FOLLOWED.	NO BAT SOFTBALL

PROCEDURAL NOTES

MATERIALS:
1. TIRES
2. CHAIRS
3. BROOM HANDLES OR STICKS (3' LONG)
4. TWO 2" X 4" boards (8'LONG)
5. BOX
6. OPTIONAL (UTILIZE ANY PERMANENT EQUIPMENT)

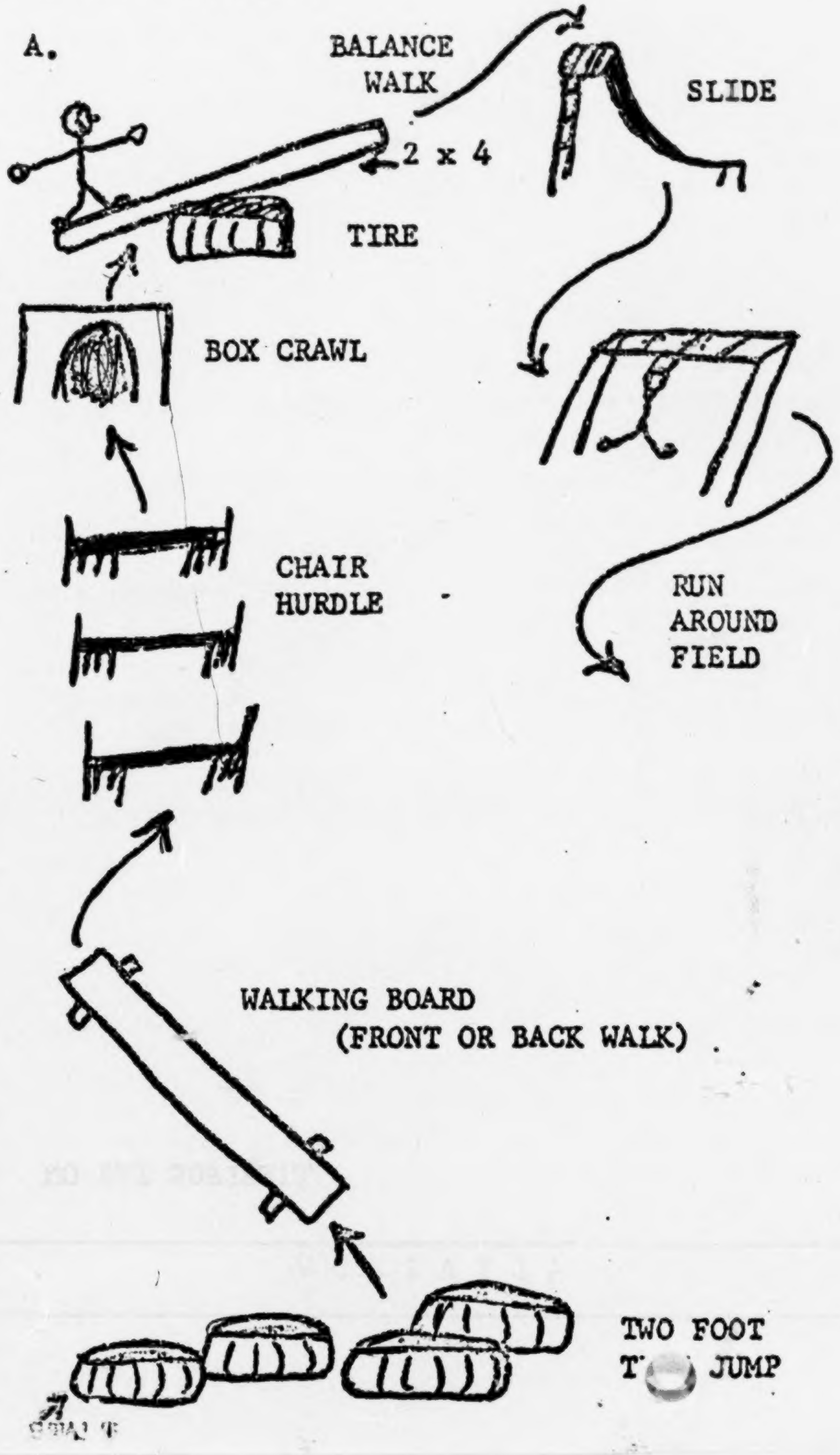
CHILDREN START AT ONE END OF OBSTACLE COURSE AND ARE GIVEN A DEFINITE PATTERN TO FOLLOW. CHILDREN THEN FOLLOW COURSE WHICH INCORPORATES VARIOUS TYPES OF MOTOR SKILLS. (EXAMPLE A SHOWS ONE TYPE OF OBSTACLE COURSE.)

NOTE: ADD OBSTACLES AS INSTRUCTOR SEES NEED. OLDER CHILDREN ENJOY RACING AGAINST THE CLOCK (INDIVIDUALLY).

ACTIVITY

OBSTACLE COURSE

A.


BALANCE WALK
2 x 4
SLIDE
TIRE
BOX CRAWL
CHAIR HURDLE
RUN AROUND FIELD
WALKING BOARD (FRONT OR BACK WALK)
TWO FOOT T[illegible] JUMP
START

PROCEDURAL NOTES

MATERIALS:
1. STOP WATCH
2. SOFT BALLS
3. TAPE MEASURE

PENTATHLON CONSISTS OF FIVE TRACK AND FIELD EVENTS. CONTEST IS OPEN TO ALL STUDENTS, TEN YEARS AND UP. PARTICIPANTS MUST ENTER ALL FIVE EVENTS. POINTS ARE GIVEN AFTER EACH EVENT AND CHILD WHO EARNS HIGHEST POINTS IS PROCLAIMED. EVENTS GO ON SIMULTANEOUSLY. AS A GROUP FINISHES ONE EVENT, THEY ARE SCORED BY JUDGE AND MOVE TO ANOTHER EVENT. THIS PROCEDURE IS FOLLOWED UNTIL ALL PARTICIPANTS HAVE COMPLETED ALL FIVE EVENTS. AWARDS ARE GIVEN TO THE FIRST FOUR PLACES AND SPECIAL PARTICIPANT AWARD TO ALL CONTESTANTS.

VARIATION: ARRANGE PARTICIPATION WITH OTHER GROUPS FOR POSSIBLE PLAYDAY.

NOTE: DIVIDE CONTESTANTS ACCORDING TO AGE FOR PENTATHLON.

ACTIVITY

PENTATHLON

EXAMPLE - EVENT POINTS:

SIT UPS: FIVE TIMES NUMBER OF SIT UPS COMPLETED IN TWO MINUTES.

50-YARD DASH:

TIME	POINTS
LESS THAN 8 SECONDS	200
8.1 TO 8.5 SECONDS	150
8.6 TO 9.0 SECONDS	100
9.0 SECONDS TO ___	50

SOFTBALL THROW: TWO TIMES DISTANCE THROWN (COUNTED IN FEET AND INCHES ROUNDED OFF TO NEAREST FOOT.)

STANDING BROAD JUMP: TWO TIMES DISTANCE JUMPED (MEASURE IN INCHES.)

600-YARD RUN:

TIME	POINTS
2.16 TO 2.20 MINUTES	300
2.21 TO 2.25 MINUTES	250
2.26 TO 2.30 MINUTES	200
2.31 TO ______	100

SCORING SHEET ON FOLLOWING PAGE

PROCEDURAL NOTES	ACTIVITY
MATERIALS:	PENTATHLON (CONT.)

SCORING SHEET

CONTESTANT________________

SIT-UPS ______

50-YARD DASH ______

SOFTBALL THROW ______

STANDING BROAD JUMP ______

600-YARD RUN ______

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. TIMER	PHYSICAL EXERCISE
ASSIGN NUMBERS TO EACH STUDENT SO HE KNOWS WHERE TO LINE UP. START EXERCISES WITH TWENTY JUMPING JACKS, AS MANY SIT-UPS AS CAN BE DONE IN ONE MINUTE, RUNNING IN PLACE FOR TWO MINUTES, AND TWO PUSH-UPS. THE PHYSICAL TASKS DONE BY THE PUPILS SHOULD BE INCREASED BY ONE OR TWO EACH DAY.	

PROCEDURAL NOTES

MATERIALS: 1. NONE

PUPILS FACE INSTRUCTOR, ARMS LENGTH APART. INSTRUCTOR DEMONSTRATES PROCEDURE, COUNTING AS HE PERFORMS:

1. GRAB ANKLES.
2. HANDS ON HIPS.
3. EXTEND ARMS AT SIDES IN HORIZONTAL POSITION.
4. BRING ARMS TO FRONT CLAPPING HANDS.
5. RETURN ARMS TO HORIZONTAL POSITION AS DONE IN (#3).
6. BRING ARMS OVER HEAD AND CLAP HANDS.
7. RETURN ARMS TO HORIZONTAL POSITION (AS #3 AND #5).
8. BRING ARMS IN CLAPPING POSITION (AS IN #4).
9. EXTEND ARMS BACK TO HORIZONTAL POSITION (AS IN #3, #5, #7).
10. PLACE HANDS ON HIPS (AS IN #2).

START COUNT AT SLOW PACE INCREASING THE TEMPO.

VARIATION: USE NUMBER COUNT IN SPANISH OR ENGLISH.

ACTIVITY

RHYTHM COUNT

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. MARKER FROM A PRONE POSITION CHILD ROLLS FROM BACK TO STOMACH. KEEPING HIS EYE ON MARKER, HE TRIES TO ROLL IN A STRAIGHT LINE TO MARKER.	ROLLING

PROCEDURAL NOTES

MATERIALS: 1. ROPE

(a) ONE, SEVEN TO EIGHT FEET

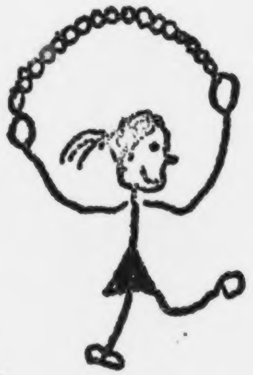
(b) INDIVIDUAL ROPES, 4½ FEET LONG

GIVE STUDENTS VARIOUS EXPERIENCE WITH ROPES SUCH AS: INDIVIDUAL JUMPING, ROPE WALKING, BACKWARD JUMP, AND SO ON. SEE EXAMPLES A THROUGH D.

ACTIVITY

ROPE JUMPING AND WALKING

A.



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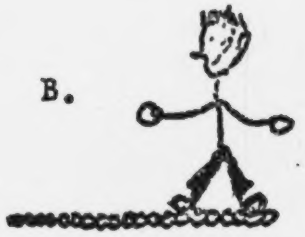

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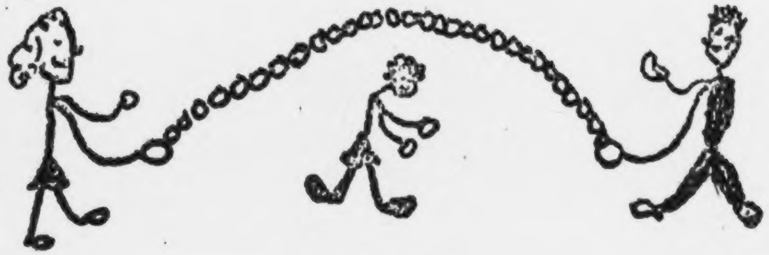

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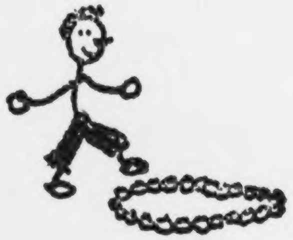


A. INDIVIDUAL JUMP

B. ROPE WALK (FORWARD OR BACKWARD)

C. RUN IN AND JUMP

D. CIRCLE JUMP (JUMP IN AND JUMP OUT, FORWARD OR BACKWARD)

PROCEDURAL NOTES	ACTIVITY
MATERIALS: DIVIDE PLAYERS INTO TWO TEAMS OF ELEVEN (11) PLAYERS. FIVE FORWARDS, THREE HALFBACKS, TWO FULLBACKS, AND ONE GOALIE. SOCCER IS COMPLICATED AND MUST BE EXPLAINED IN DETAIL AND BY DEMONSTRATING. A SUGGESTED SOURCE FOR INSTRUCTORS IS THE TEXT, PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL, PAGES 775 TO 779.	SOCCER

P R O C E D U R A L   N O T E S

MATERIALS:
1. SOCCER BALLS
2. GOALS
3. TWO TEAMS OF 11 EACH

#1 KICKING: PLAYERS ARE PLACED 20 TO 30 YARDS APART DOWNFIELD. EACH PLAYER KICKS THE BALL TO AN INDICATED PLAYER WHO STOPS THE BALL WITH THE INSIDE OF HIS FOOT, THEN KICKS IT TO ANOTHER PLAYER.

#2 PLACE KICK: PLAYERS ARE PLACED ON OPPOSITE ENDS OF THE FIELD. STUDENTS THEN KICK A STATIONARY BALL TO A PLAYER ON THE OPPOSITE END OF THE FIELD. THE KICKING SHOULD BE DONE USING THE INSTEP OF THE FOOT.

#3 BLOCKING: PUPILS ARE DIVIDED INTO TEAMS. ONE TEAM KICKS, AND THE DEFENSIVE TEAM BLOCKS BY STOPPING THE BALL WITH ANY PART OF HIS BODY, EXCLUDING HANDS AND ARMS. ALTERNATE KICKERS AND BLOCKERS.

#4 PASSING: PLAYERS PRACTICE PASSING BY PUSHING THE BALL, WHILE IT IS MOVING, TO ANOTHER TEAMMATE. PASSING IS MADE BY PUSHING THE BALL USING THE INSIDE OR OUTSIDE OF FOOT--DON'T KICK THE BALL.

#5 KICKING FOR GOALS: PLACE 4 TO 6 PLAYERS IN FRONT OF GOAL. GOALIE THROWS BALL OUT TOWARDS KICKER, KICKER KICKS BALL WHILE IT IS ROLLING OR BOUNCING DIRECTLY TOWARD HIM. GOALIE ATTEMPTS TO STOP EVERY SHOT FROM VARIOUS ANGLES BY SCOOPING UP THE BALL AND THROWING IT TO ONE OF THE OTHER KICKERS. ALTERNATE GOALIE AND KICKERS.

A C T I V I T Y

SOCCER SKILLS

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. STOP WATCH MEASURE OFF DESIRED DISTANCE 50 TO 75 YARDS. STUDENT STARTS AT GO AND RUNNING TIME IS RECORDED.	SPRINTS (WIND)

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. SWIM WEAR 2. QUALIFIED INSTRUCTORS MAKE ARRANGEMENTS FOR USE OF POOL. SET UP A SPECIFIC SCHEDULE FOR THE TEACHING OF SKILLS. ALLOW A MAXIMUM OF 10 TO 12 MINUTES OF INSTRUCTIONAL TIME. DEVOTE REST OF TIME FOR RECREATIONAL SWIMMING. GROUP STUDENTS ACCORDING TO SKILL. PLAN RACES, RELAYS, MEDLEYS, AND SO ON.	SWIMMING

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. TIRES STUDENT STANDS HOLDING TIRE BEHIND HIS BACK. THE OBJECT OF THE ACTIVITY IS TO BACK INTO THE TIRE WITHOUT ALLOWING THE TIRE TO FALL ON THE GROUND OR HANDS TO TOUCH THE GROUND.	TIRE CRAWL

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. TIRE CHOOSE TEAMS AND LINE UP, SINGLE FILE, APPROXIMATELY AN ARMS LENGTH APART. AT THE COUNT OF THREE, THE TIRE MUST BE ROLLED UNDER THE LEGS AND PASSED TO THE NEXT PERSON, AND SO ON. WHEN THE TIRE REACHES THE LAST PERSON IN LINE, HE CALLS "SWITCH", AND, USING THE SAME PROCEDURE, HE STARTS PASSING THE TIRE THROUGH THE LINE TOWARDS THE ORIGINAL STARTING POINT. NOTE: IF THE TIRE FALLS TO THE GROUND GOING EITHER WAY, IT MUST BE PICKED UP BY THE PERSON WHO DROPPED IT, AND RETURNED TO THE STARTING POINT AND STARTED OVER.	TIRE RELAY

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. ROPE 2. MARKERS CHOOSE TEAMS BY MATCHING SIDES AS EQUALLY AS POSSIBLE: AGE, SIZE, AND SO ON. HAVE SEVERAL CONTESTS GOING ON AT THE SAME TIME. AFTER FIRST ROUND, SWITCH BY HAVING WINNERS OPPOSE WINNERS AND LOSERS OPPOSE LOSERS.	TUG OF WAR

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. VARIOUS TYPES OF WIRE CHILDREN ENJOY BEING ABLE TO "COMMAND" THINGS IN THEIR HANDS. WIRE IS GREAT FOR THIS FOR THEY CAN CURL IT, TWIST IT, OR BEND IT INTO ALL DIFFERENT SHAPES AND FORMS. SOME WIRE FOR THIS IS 18 GAUGE COPPER WIRE, COLORED TELEPHONE WIRE, FLORAL WIRE, PAPER COVERED WIRE OFF OF LETTUCE, ETC.	WIRE FUN

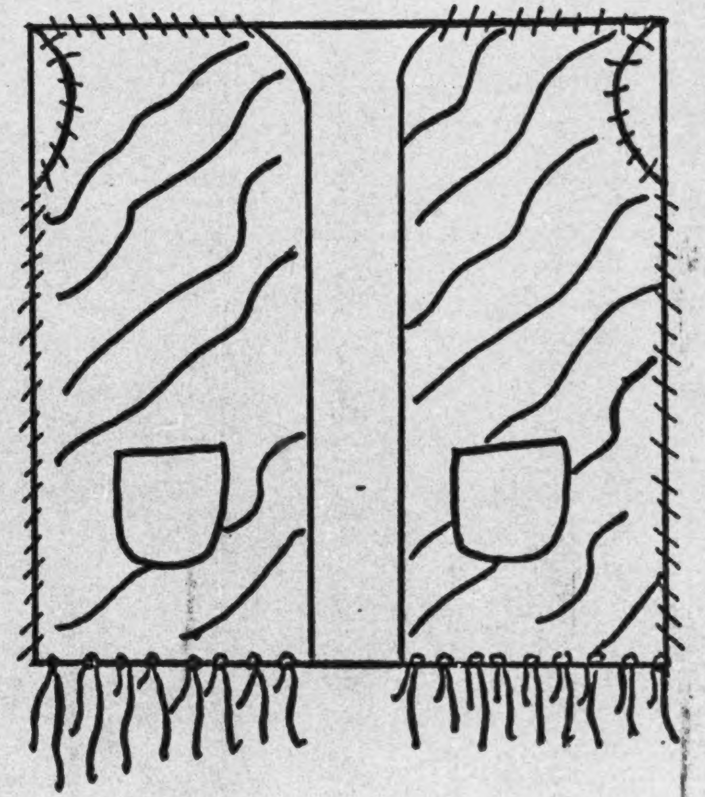
SECTION C

ARTS AND CRAFTS

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. WOOD (SCRAPS OR PURCHASED PLYWOOD) 2. SANDPAPER 3. STAIN 4. MAGAZINES 5. GLUE OR PASTE 6. VARNISH SELECT APPROPRIATE SIZE WOOD. BANG WITH ROCK, HAMMER OR OTHER OBJECT. SAND UNTIL SMOOTH. STAIN WOOD TO INDIVIDUAL TASTE. SCAN MAGAZINES FOR SUITABLE PICTURE THAT FITS PIECE OF WOOD. CRUMPLE PICTURE OVER AND OVER UNTIL THE PICTURE HAS A CRACKED APPEARANCE. SMOOTH THE PICTURE OUT WITH HANDS. GLUE OR PASTE ON WOOD. LET DRY OVERNIGHT AND VARNISH NEXT DAY. LET IT DRY AGAIN AND FINISHED PRODUCT IS COMPLETED.	ANTIQUE WOOD WORK PICTURE

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. CLOTH 2. BEANS 3. NEEDLES AND THREAD CUT 3" X 6" PIECES OF CLOTH. FOLD CLOTH TO 3" X 3" DIMENSIONS. SEW TWO SIDES AND INSERT BEANS THROUGH OPEN END AND COMPLETE SEWING.	BEAN BAGS

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. LENGTH OF SMALL TUBING DIP THE END OF A 10 OR 12 INCH LENGTH OF SMALL TUBING, SUCH AS AN OLD GARDEN HOSE, CARDBOARD TUBE, OR METAL TUBE, INTO THINNED TEMPERA PAINT. LIFT OUT QUICKLY TO A SHEET OF PAPER. BLOW THROUGH TUBING TO CREATE FUN PATTERNS.	BLOW OUT PICTURES

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. MUSLIN OR BURLAP 2. NEEDLES AND THREAD 3. SCISSORS 4. YARN 5. DYE 6. FELT PENS 7. CRAYONS CUT TWO EQUAL PIECES OF MATERIAL AND BASTE. SHAPE "CHALECO" BY CUTTING ARM OPENINGS AND DESIRED NECK SHAPE. AFTER CUTTING OUT DESIRED SHAPE, SEW WHERE NEEDED. MAKE HOLES AROUND THE ENTIRE BOTTOM PORTION AND INSERT YARN FOR FRINGE. DESIGNS, POCKETS, AND SO ON--DEPEND ON STUDENT CREATIVITY	"CHALECO" 

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. 1 CUP GRANULATED SOAP 2. 1 QUART WARM WATER 3. VEGETABLE FOOD COLORING 4. EMPTY ORANGE JUICE CAN 5. PLASTIC STRAW A SPECIAL BUBBLE MIX IN VARIOUS COLORS MAY BE USED OUTDOORS ON A WARM, SUN SHINY DAY. THIS MIX IS MADE WITH 1 CUP OF GRANULATED SOAP IN 1 QUART OF WARM WATER. ADD VEGETABLE FOOD COLORING AND MIX WELL. EACH CHILD MAY BE GIVEN AN EMPTY ORANGE JUICE CAN, WITH A PLASTIC STRAW FOR BLOWING, AND HIS CHOICE OF COLORED MIX. WHEN THE SUN SHINES ON THE MIX, THE CHILDREN ARE DELIGHTED WITH THE PRETTY COLORS AND MAKE MOUNTAINS OF RAINBOW COLORS. TO MAKE PERMANENT BUBBLE BLOWERS, CUT WIRE HANGERS INTO 8" LENGTHS, USING A WIRE CUTTER.. TWIST ONE END INTO A CIRCLE DIP INTO BUBBLE MIX AND BLOW	COLORED BUBBLES

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. FINE WHITE SAND 2. LAUNDRY BLUEING OR CREPE PAPER FINE WHITE SAND MAY BE COLORED WITH LAUNDRY BLUEING OR CREPE PAPER WHICH HAS BEEN SOAKED IN WATER TO RELEASE THE COLOR. THEN THE LIQUID IS MIXED IN WITH THE SAND.	COLORED SAND

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. CHARCOAL STICKS 2. PAPER 3. HAIR SPRAY LITTLE OR NO DIRECTION. DEMONSTRATE TYPES OF LINES SUCH AS THICK LINES MADE BY USING FLAT SIDES OF CHARCOAL. HEAVY LINES BY PRESSING HARD WITH TIP OF STICK. SOFT LINES BY WIPING OR RUBBING CHARCOAL WITH FINGERS OR TISSUE. SPRAY FINISHED WORK WITH HAIRSPRAY FOR PERMANENT LINES.	CHARCOAL DRAWINGS

PROCEDURAL NOTES

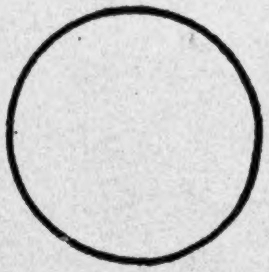
MATERIALS:
1. BLACK CONSTRUCTION PAPER
2. WHITE TEMPRA
3. ASSORTED TEMPRA
4. KLEENEX OR PAPER TOWELS

APPLY HEAVY APPLICATIONS OF TEMPRA TO CREATE OIL PAINTING EFFECT ON PAPER. START WITH WHITE TEMPRA AND MAKE AN OVAL OR CIRCULAR BASE FOR HEAD AND FACE. USE KLEENEX TO WIPE OFF EXCESS PAINT FROM BRUSH AND THEN USE RED FOR THE NOSE. OTHER FEATURES AND FACIAL MOODS ARE CREATED BY CHILDREN's IMAGINATION.

ACTIVITY

CLOWN BUSTS

A.



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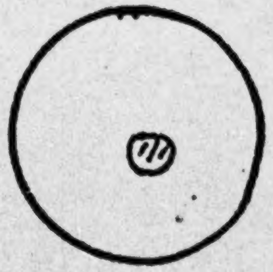

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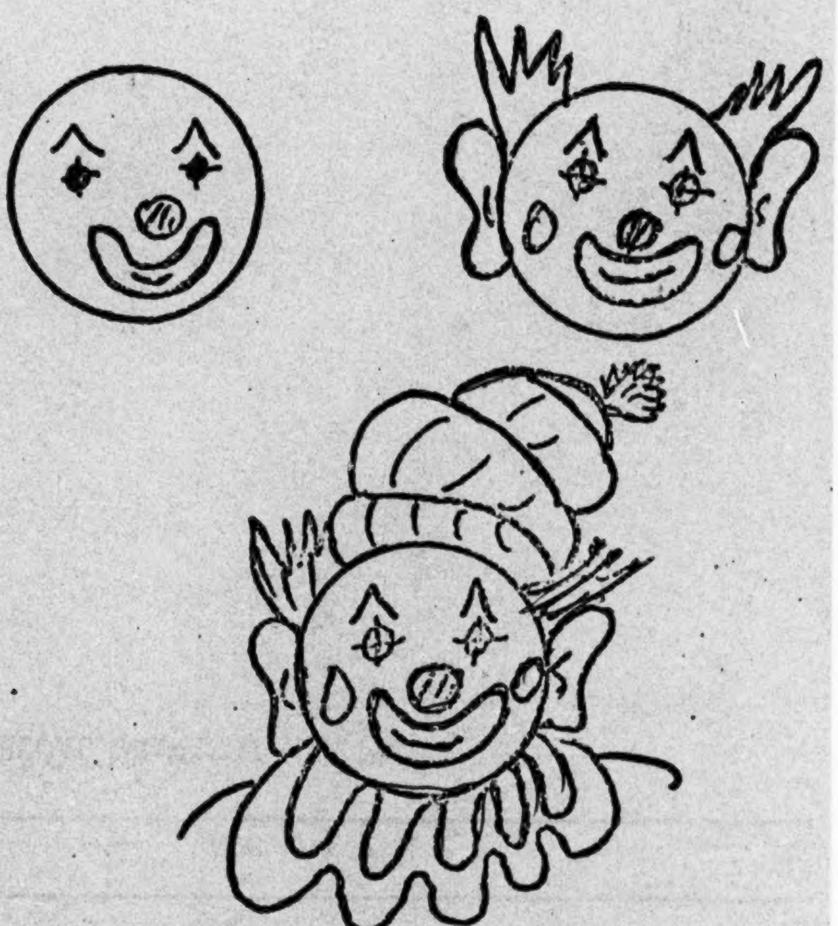


PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. MODELING CLAY 2. BOTTLE CAPS, SCREWS, KEYS, ETC. (ANYTHING THAT WILL MAKE AN IMPRINT) 3. PENCIL 4. TWINE AND/OR YARN 5. TEMPRA MOLD WET CLAY INTO 2 TO 3 INCH SOLID CIRCULAR FORM. WHILE CLAY IS STILL WET, TAKE PENCIL AND MAKE A HOLE NEAR THE EDGE. STAMP DESIGN OR ETCH DESIGN WITH PENCIL. LET DRY OVERNIGHT AND THEN PAINT WITH TEMPRA. PUSH TWINE OR YARN THROUGH HOLE AND WEAR AROUND THE NECK. OPTIONAL: CAN ALSO BE FIRED IN KILN. SUBSTITUTE GLAZE FOR TEMPRA.	"COOKIE MEDALLION"

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. BROWN PAPER, PAPER BAGS OR BUTCHER PAPER 2. CRAYONS 3. IRON 4. PADDING (NEWSPAPER) 5. FELT PENS APPLY CRAYON DESIGN WITH HEAVY STROKES. PLACE PAPER, CRAYONED SIDE DOWN ON PADDING AND PRESS WITH WARM IRON. CRUMPLE PAPER AND MAKE IT PLIABLE (KEEP DOING SAME PROCEDURE UNTIL DESIRED EFFECT IS REACHED). RE-IRON AND ACCENT OUTLINES WITH FELT PEN.	CRAYON "BATIK"

PROCEDURAL NOTES

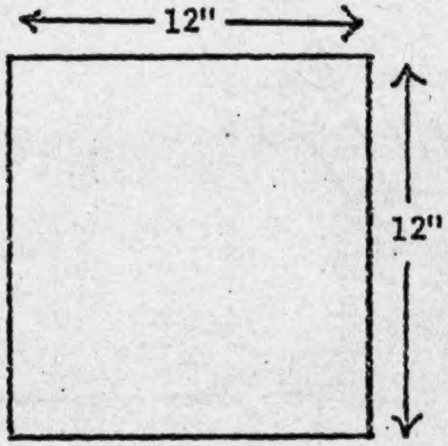
MATERIALS:
1. MUSLIN
2. NEEDLES AND THREAD
3. TWINE

CUT MUSLIN INTO 12" X 12" SQUARES (SEE A). FOLD IN HALF AND SEW TWO SIDES ALLOWING ONE INCH MARGIN FOR THE TOP (SEE B). FOLD THE TOP MARGIN IN HALF AT THE OPEN END. INSERT THE TWINE IN SPACE MADE BY FOLDED EDGE AND SEW AROUND THE BAG TO SECURE THE TWINE (SEE C). TWINE ACTS AS DRAWSTRING.

ACTIVITY

CRITTER BAG

A.



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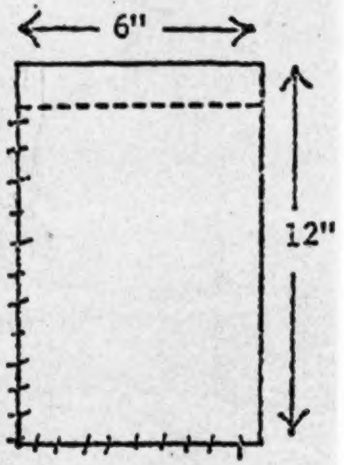

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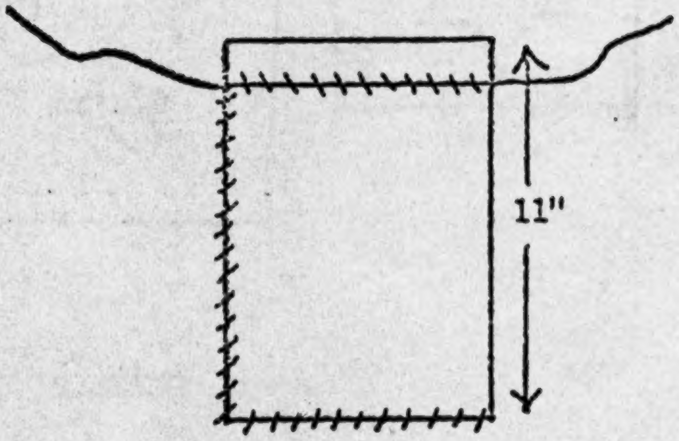


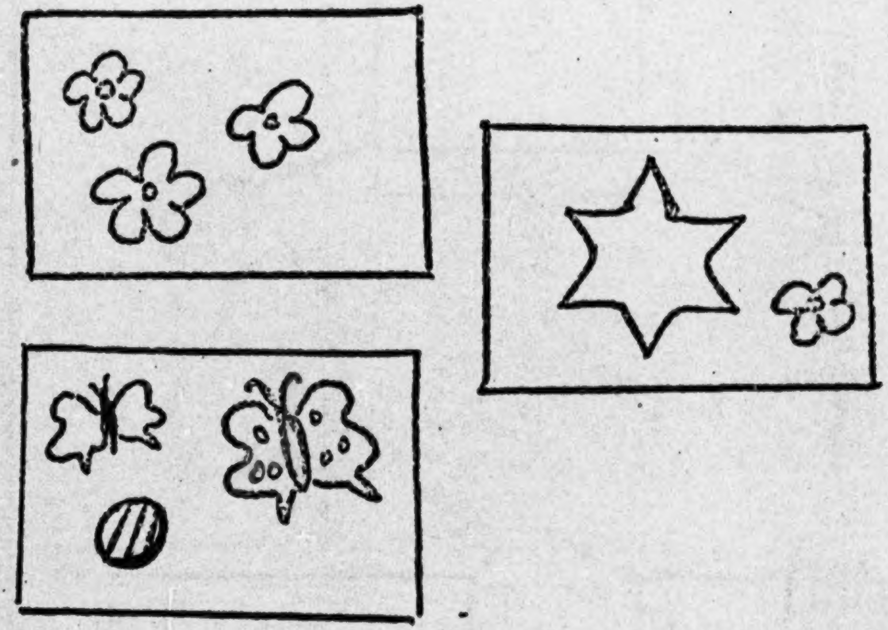
PROCEDURAL NOTES

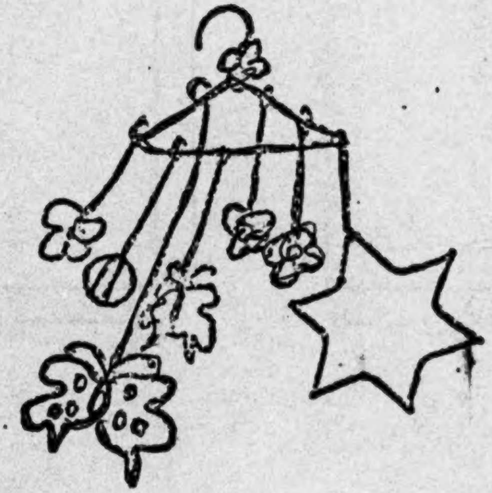
MATERIALS:
1. SCISSORS
2. STRING
3. COAT HANGERS

MAKE SEVERAL PATTERNS ON DITTO MASTERS AND DUPLICATE. START WITH SIMPLE PATTERNS AND WORK UP TO MORE DIFFICULT ONES. LET STUDENTS COLOR BOTH SIDES OF SHEETS WITH LIGHT STROKES SO THAT PATTERNS ARE STILL VISIBLE. AFTER COLORING IS DONE CUT OUT PATTERNS BY FOLLOWING LINES. TAKE CUT PATTERNS AND ATTACH STRING TO THEM AND HANG UP AS MOBILES.

ACTIVITY

CUTTING PATTERNS





PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. PAPER 2. GLUE 3. VARIOUS OBJECTS LISTED BELOW" COVER A PIECE OF PAPER OR WHAT HAVE YOU WITH A THIN LAYER GLUE. SPRINKLE ON THE PAPER SUCH THINGS AS: INSTANT COFFEE GROUND COFFEE TEA LEAVES BIRD SEEDS IVORY FLAKES CAKE DECORATOR SUGARS CORNMEAL SPARKLES SEQUINS	DIFFERENT GLUE-ON MATERIALS

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. DRY STARCH 2. WATER 3. POWDERED DETERGENT SOAP 4. POWDERED TEMPERA PAINT 5. VEGETABLE FOOD COLORING 6. CONTAINER WITH TIGHT LID MIX 1 CUP DRY STARCH WITH ½ CUP WATER IN A CONTAINER THAT CAN TAKE BOILING WATER. BOIL 1½ CUPS OF WATER IN ANOTHER POT. POUR BOILING WATER IN AND STIR VERY RAPIDLY. ADD 3/4 CUPS POWDERED DETERGENT SOAP AND STIR AGAIN UNTIL SMOOTH. ADD POWDERED TEMPERA PAINT AND VEGETABLE FOOD COLORING FOR DESIRED COLOR. STORE IN CONTAINER WITH TIGHT LID. MAKES ABOUT 1 PINT OF FINGER PAINT. -OR- SIMPLY ADD LAUNDRY LIQUID STARCH TO POWDERED TEMPRA PAINT TO A CONSISTENCY OF HEAVY CREAM.	FINGER PAINT

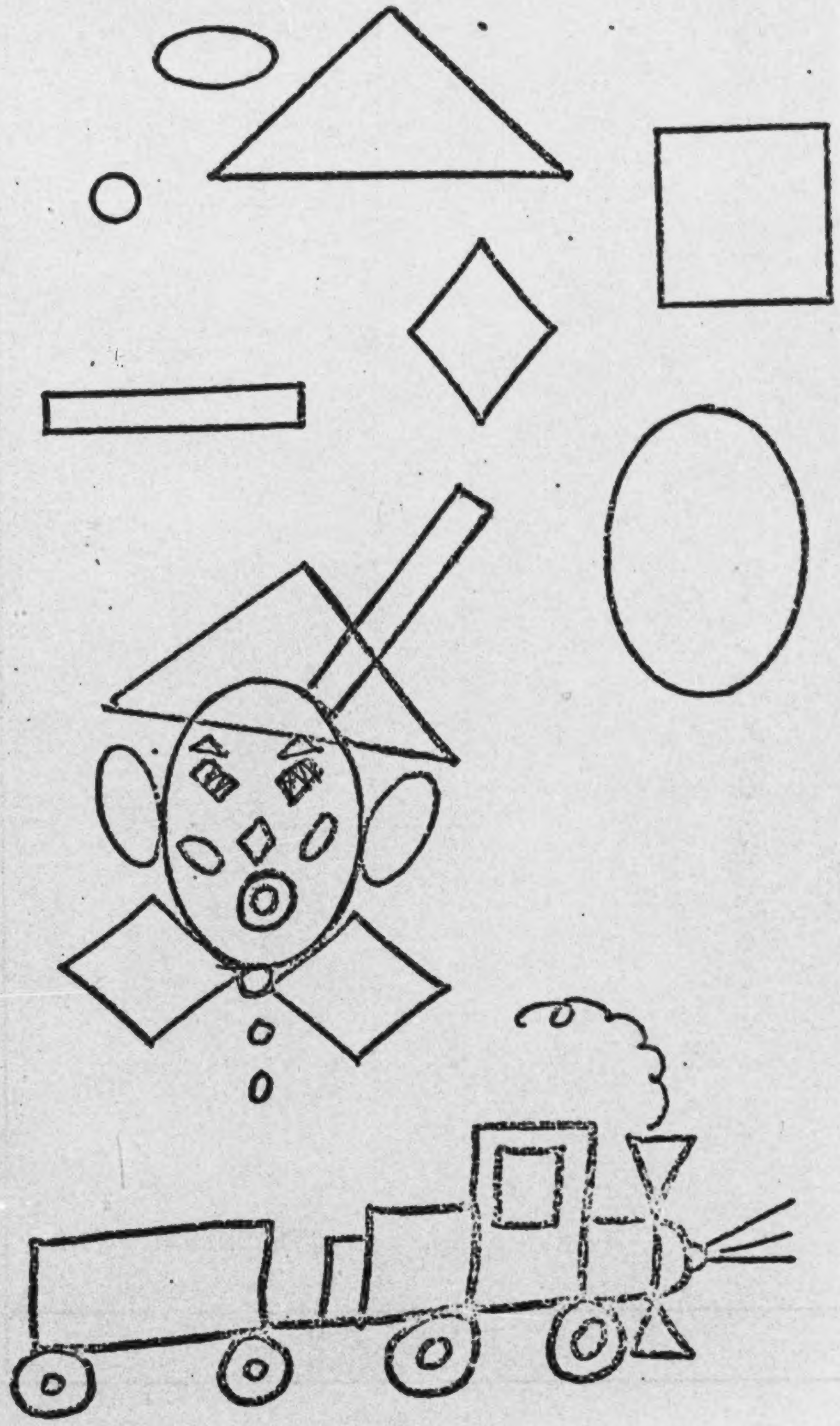
PROCEDURAL NOTES

ATERIALS: 1. SCISSORS
2. MAGAZINES
3. CONSTRUCTION PAPER
4. GLUE

DISCUSS SHAPES AND LINE FORMS. (i.e., CIRCLES, SQUARES, TRIANGLES, RECTANGLES, STRAIGHT LINES, WAVY, CROOKED, ETC.) SHOW EXAMPLES OF THESE ON BOARD. SCAN MAGAZINES FOR THESE FORMS AND SHAPES. CUT OUT AND CONSTRUCT YOUR THING USING THESE FORMS AND SHAPES.

ACTIVITY

FORM AND COLOR ART



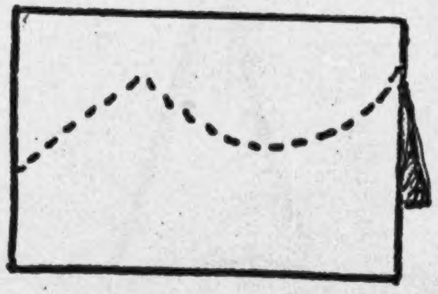
PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. WASHABLE MATERIAL (12" X 30") 2. NEEDLE 3. THREAD 4. TWINE FOLD MATERIAL IN HALF WRONG SIDE OUT. SEW SEAM ON EACH SIDE. TURN TOP EDGE DOWN ONE-HALF INCH. PLACE TWINE AROUND AND SEW. TURN BAG RIGHT SIDE OUT. USE SCRAPS AND CREATE DESIGNS FOR DECORATIVE LOOK IN FRONT. (ADD SHOULDER STRAP(S) IF DESIRED).	DRAW STRING BAG

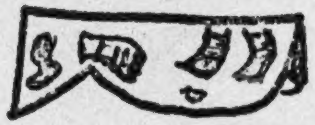
PROCEDURAL NOTES	ACTIVITY

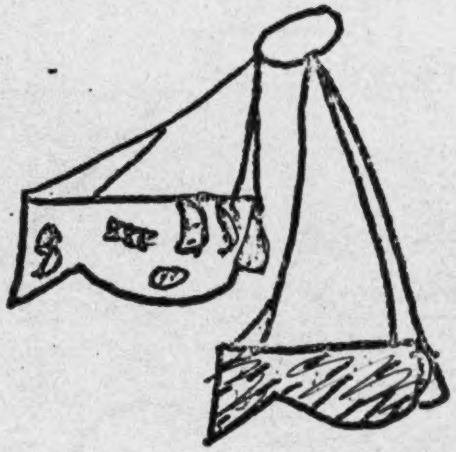
MATERIALS:
1. SCISSORS
2. CONSTRUCTION PAPER
3. GLUE OR PASTE
4. THREAD

STAPLE TWO PIECES OF CONSTRUCTION PAPER TOGETHER. FOLD IN HALF EITHER VERTICAL OR HORIZONTAL. DRAW HALF OF PATTERN ON FOLDED RIDGE. CUT OUT INTERNAL SHAPES. CUT AND GLUE PAPER SCRAPS TO FIT INTERNAL SHAPES AND GLUE. PLACE OTHER CUTOUT TO MATCH FIRST DESIGN AND GLUE TOGETHER. PUNCH HOLE ON TOP OF MOBILE AND ATTACH STRING FOR HANGING.

HANGING MOBILES







P R O C E D U R A L   N O T E S

A T E R I A L S: 1. 1/2" DOWELING (36" LONG)

2. WIRE COAT HANGER

3. WIRE OR TWINE

4. NEEDLE AND THREAD

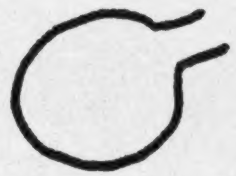
UNWIND WIRE HANGER AND STRAIGHTEN OUT. SHAPE WIRE TO CIRCULAR FORM. MARK OFF 1 ½" ON EACH END AND BEND BACK SO BOTH ENDS ARE PARALLEL. (SEE DIAGRAM A). FOLD BOTH ENDS IN AND PLACE IN DOWEL OPENING. (SEE B). SECURE TO DOWEL BY WRAPPING WIRE, TWINE OR STRING AROUND BOTH DOWEL AND WIRE. FOLD 40" CLOTH TO FORM A TRIANGLE. CUT TRIANGLE DOWN THE MIDDLE. THIS WILL MAKE TWO NETS. SEW EDGES TO ENCLOSE THE NET. SEW THE TOP OF THE NET AROUND THE COAT HANGER AND NET IS COMPLETE.

OTE: DOWEL HOLE AND GROOVES SHOULD BE PRECUT.

A C T I V I T Y

INSECT NET

A.



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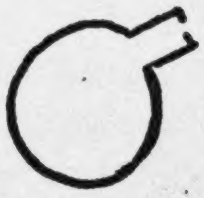
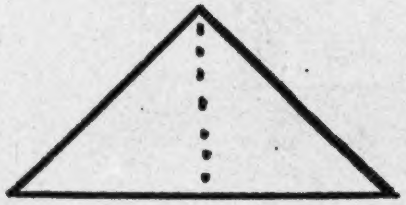
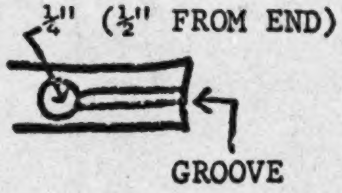
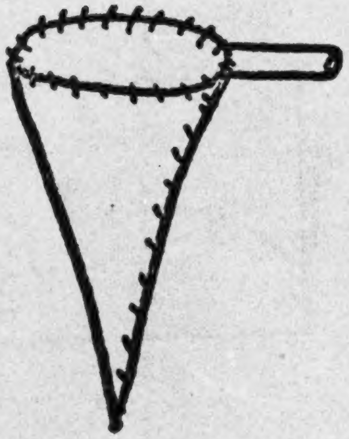








PROCEDURAL NOTES

MATERIALS:

1. KOSHER SALT OR TABLE SALT
2. CARDBOARD
3. TONGUE DEPRESSERS, POPSICLE STICKS, OR PLASTIC KNIVES, FORKS OR SPOONS

PREPARATION: TO PRESENT A HEAVIER OR COARSER TEXTURE, SUBSTITUTE KISHER SALT IN PLACE OF TABLE SALT IN THE GIVEN RECIPE. YOU WILL DISCOVER THAT THIS MEDIUM LENDS ITSELF TO MANY UNUSUAL EFFECTS.

PROCEDURE: AS THIS IS A COURSE MIXTURE, IT WILL BE USED TO BETTER ADVANTAGE IF APPLIED WITH TONGUE DEPRESSORS, POPSICLE STICKS, OR WITH CHILDREN'S PLASTIC KNIVES, FORKS, OR SPOONS. THE CHILD CAN PILE THE MIXTURE ON CARDBOARD OR SPREAD IT ON AS HE EXPERIMENTS.

VARIATIONS: A BUILT-UP DESIGN OF HARMONIOUS COLORS OF KOSHER SALT PAINT APPLIED IN THE LID OF A BOX OR IN THE TOP OF AN EGG CARTON WILL GIVE A THIRD DIMENSIONAL EFFECT. WHEN THOROUGHLY DRY, THE UNPAINTED PORTION OF THE BOX AND THE OUTSIDE CAN BE PAINTED WITH BLACK OR A NEUTRAL COLOR OF TEMPERA PAINT. ADD A LOOP OF RIBBON TO THE BOX FOR WALL-HANGING. A COMBINATION OF TABLE AND KOSHER SALTS CAN BE USED FOR NEW EFFECTS. THIS IS A GOOD MIXTURE TO REPRESENT SAND OR ROADS IN PICTURES OR MURALS.

ACTIVITY

KOSHER SALT

P R O C E D U R A L   N O T E S

T E R I A L S:
1. WOOD
2. NAILS (SMALL)
3. GLUE
4. TWINE

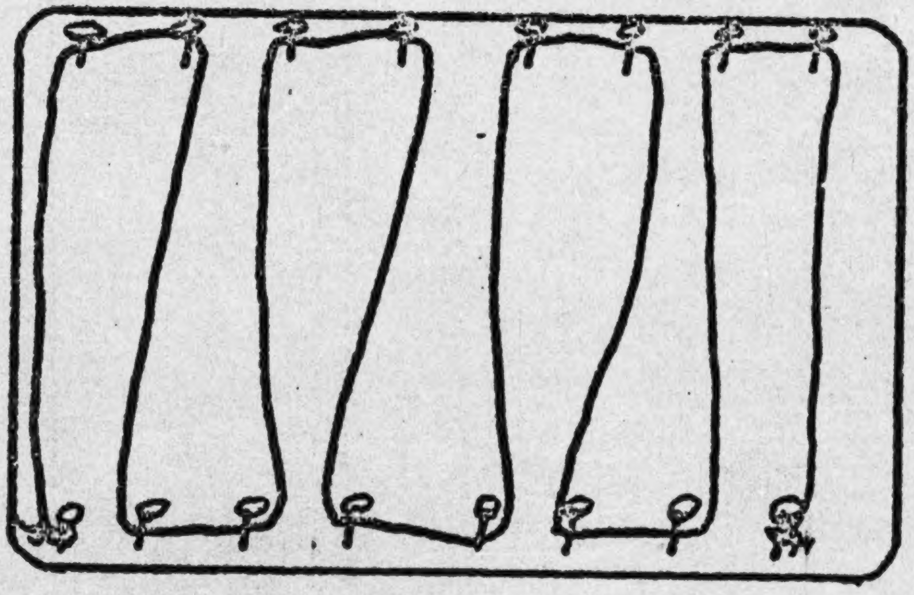
LOOM CAN TAKE RECTANGULAR OR SQUARE SHAPE. AFTER DECIDING UPON LOOM'S SHAPE, CUT OUT WOOD IN DESIRED LENGTHS. SECURE NAILS ON ONE SET OF PARALLEL SIDES. NAILS SHOULD BE 1/2" APART AND AT LEAST 1/2" SHOULD BE EXPOSED. ATTACH TWINE OR STRING FROM ONE NAIL TO THE OTHER ON THE OPPOSITE SIDE.

E: SEE DIAGRAM A.

A C T I V I T Y

LOOM

A:



PROCEDURAL NOTES

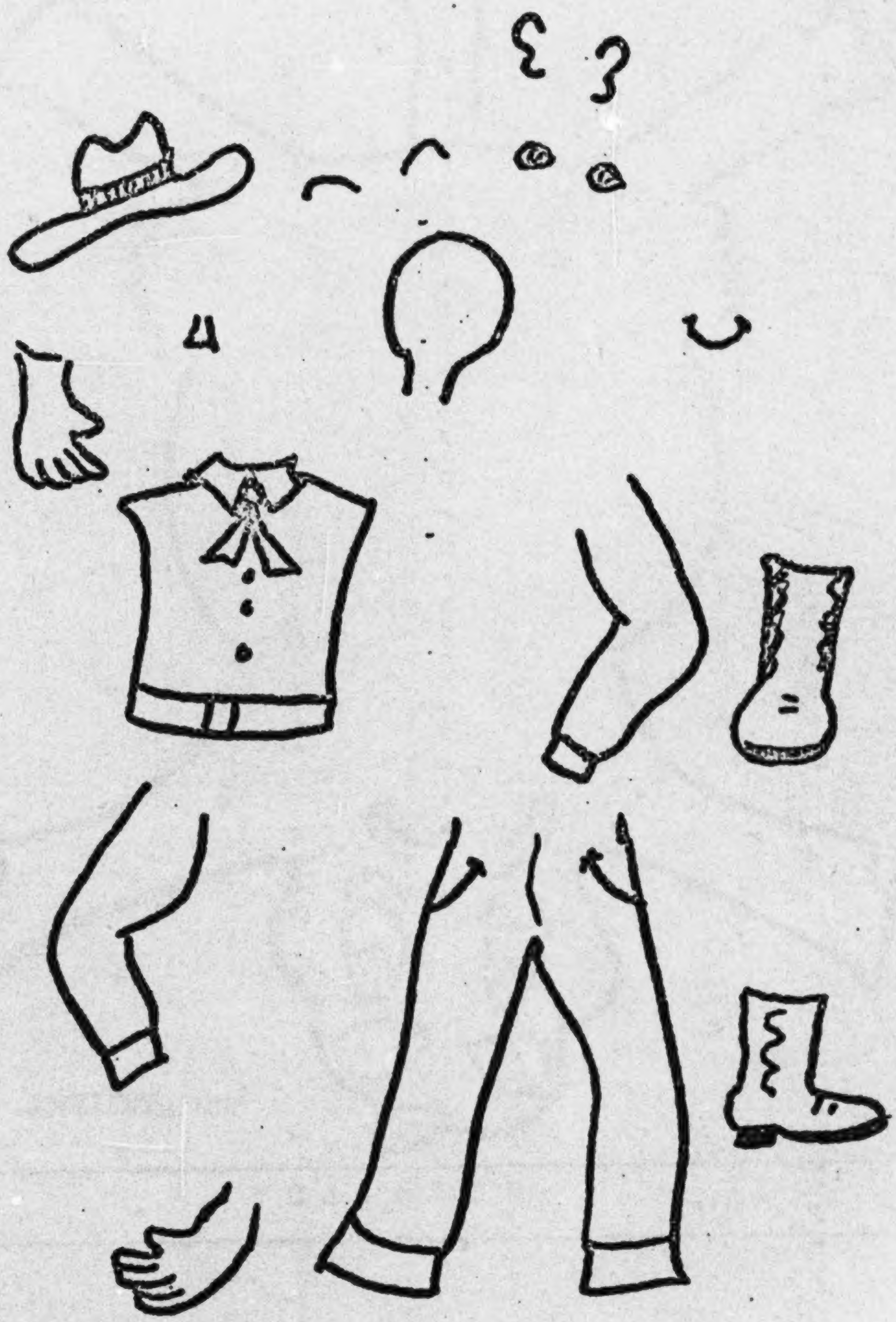
ATERIALS:
1. SCISSORS
2. CRAYONS
3. PASTE OR GLUE
4. CONSTRUCTION PAPER

GIVE EACH CHILD A DITTOED SHEET. GIVE INSTRUCTIONS...CUT OUT THESE PARTS AND PUT THEM TOGETHER. COLOR AND PASTE ON CONSTRUCTION PAPER.

ACTIVITY

MAKE A MAN.

EXAMPLE:



PROCEDURAL NOTES

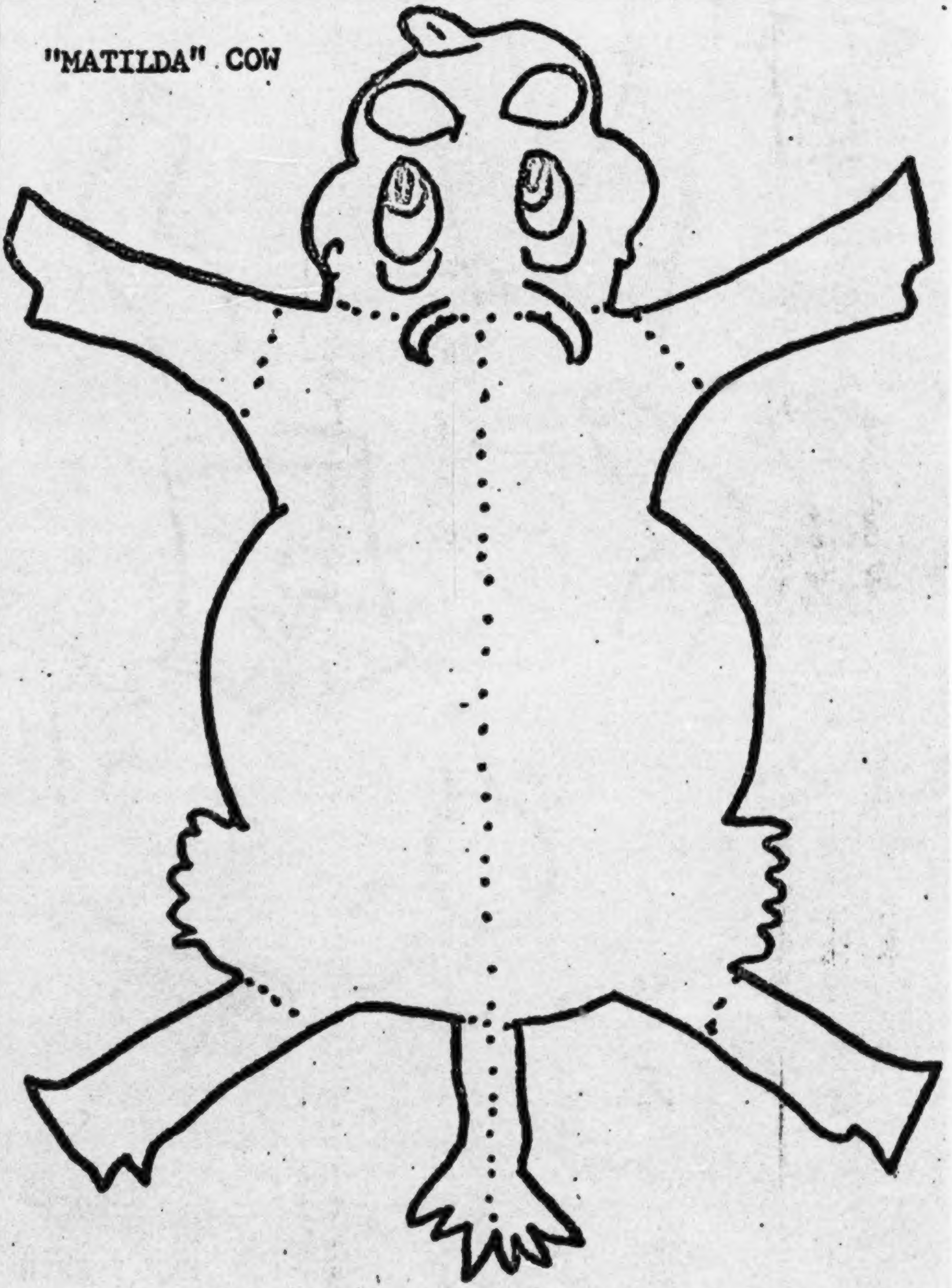
MATERIALS: 1. CRAYONS

2. SCISSORS

TRACE PICTURE ONTO DITTO SHEET. RUN OFF DESIRED NUMBER OF COPIES, AND DISTRIBUTE TO CLASS. LET CHILDREN COLOR, CUT OUT, AND FOLD TO MAKE IT STAND.

ACTIVITY

"MATILDA" COW



PROCEDURAL NOTES

MATERIALS:

1. WAX PAPER
2. CRAYONS
3. IRON
4. COLORED CONSTRUCTION PAPER
5. SCISSORS
6. GLUE OR PASTE

STEP #1: CUT OFF STRIP OF WAXED PAPER. SHRED CRAYON ONTO WAXED PAPER. PLACE ANOTHER PIECE OF WAXED PAPER OVER SHREDDED CRAYON. USE HEATED IRON AND STROKE BACK AND FORTH, MELTING WAX BETWEEN THE TWO LAYERS OF WAXED PAPER. FINISHED PRODUCT PRODUCES A STAINED GLASS EFFECT.

STEP #2: TAKE DESIRED PIECE OF COLORED CONSTRUCTION PAPER AND BY TEARING OR CUTTING, MAKE VARIOUS DESIGNS. GLUE CONSTRUCTION PAPER OVER WAXED SHEET AND TRIM EDGES WITH SCISSORS.

ACTIVITY

MELTED WAX DESIGN

PROCEDURAL NOTES

ATERIALS:
1. LARGE COFFEE CAN
2. HEAVY CHICKEN WIRE (3 PIECES, 4" X 8")
3. PUNCH (NAILS)

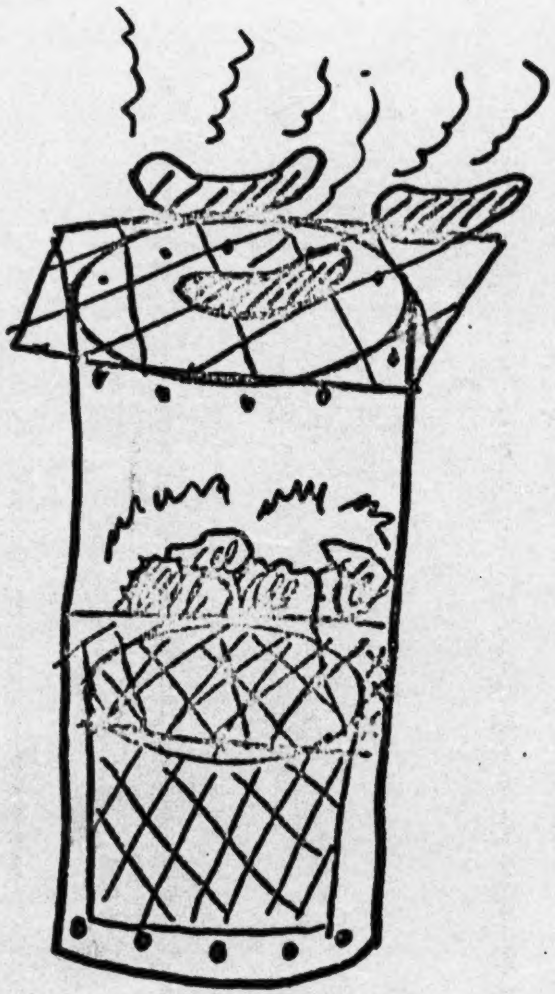
PUNCH AIR HOLES AROUND TOP AND BOTTOM EDGE OF CAN. TAKE ONE PIECE OF WIRE 4" X 8" AND SHAPE INTO A CYLINDER. PLACE INSIDE THE CAN. TAKE SECOND 4" X 8" PIECE OF WIRE AS IT IS AND PLACE ON CYLINDER. CYLINDER NOW IS THE BASE AND SECOND PIECE ACTS AS CHARCOAL GRATE. THE THIRD PIECE IS PLACED OVER TOP OF CAN FOR MEAT OR PAN SUPPORT.

TE: HANDLE IS OPTIONAL.

CUT TWO HOLES ON OPPOSITE SIDES. INSERT WIRE AND BEND UPWARDS INSIDE TO SECURE.

ACTIVITY

MINI CHARCOAL STOVE



PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. WHITE CONSTRUCTION PAPER 2. CRAYONS 3. LEAVES, PETALS, GRASS, ETC. 4. NEWSPAPERS TAKE NATURE WALK TO COLLECT ITEMS. FIND SOME PLACE TO SIT AND ARRANGE FOUND ITEMS ON NEWSPAPERS. COVER THE ITEMS WITH WHITE CONSTRUCTION PAPER. HOLD THE PAPER FIRMLY AND RUB CRAYON OVER SURFACE OF CONSTRUCTION PAPER. MAKE SURE TO RUB ACROSS, HOLDING CRAYON SIDEWAYS. ONE COLOR OR SEVERAL MAY BE USED.	NATURE IMPRESSIONS

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. NOODLES (VARIOUS SHAPES AND SIZES) 2. CARDBOARD OR MEAT TRAYS 3. TEMPRA 4. GLUE OR PASTE 5. BRUSH SELF-GUIDED ACTIVITY - SUGGESTED INSTRUCTIONS: THINK OF SOMETHING YOU WOULD LIKE TO MAKE. THEN SEE IF YOU CAN MAKE IT BY USING THESE NOODLES. VARIATION: USE COLORED POPCORN.	NOODLE FREE FORM ART

PRODCEDURAL NOTES	ACTIVITY
MATERIALS: 1. VARIOUS OBJECTS AS LISTED BELOW: GOOD SIZE PIECES OF CARDBOARD SHIRT CARDBOARD CORROGATED PAPER EGG CARTONS NEWSPAPER OLD TORN WINDOW SHADES CUT INTO SIZEABLE PIECES HEAVY PIECES OF PLASTIC OLD TORN PLASTIC TABLE CLOTHS LINOLEUM TILE SQUARES DIFFERENT SHAPES OF WOOD THERE ARE ENDLESS NUMBERS OF THINGS BESIDES PAPER THAT CHILDREN CAN PAINT ON. YOU CAN MAKE POSTER PAINT ADHERE TO GLASS, METAL, PLASTIC, OR ALUMINUM FOIL BY ADDING A LITTLE DETERGENT TO THE PAINT.	PAINTING ON

PROCEDURAL NOTES

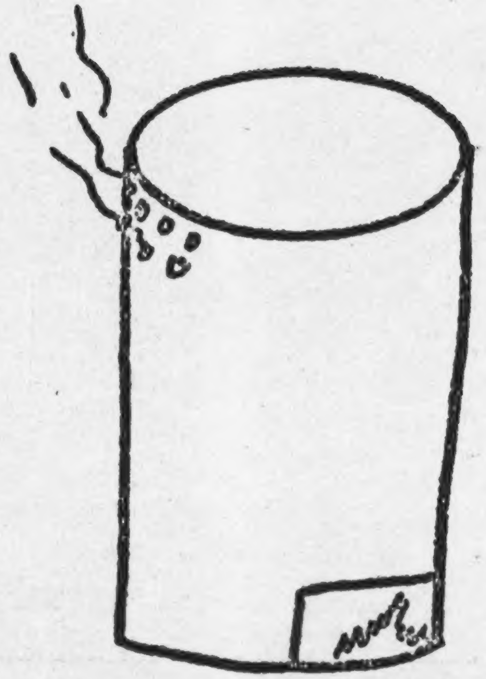
MATERIALS:
1. LARGE TIN CAN (COFFEE)
2. PUNCH OR NAILS
3. TIN SNIPS
4. HAMMER

USE TIN SNIPS TO CUT OUT 3" X 3" SECTION AT SIDE NEAR OPEN END (SEE DIAGRAM). PUNCH FOUR OR FIVE SMALL HOLES NEAR THE TOP OF THE CAN. MAKE SURE HOLES ARE ON SIDE OPPOSITE CUT OUT SECTION. TOP OF CAN SERVES AS COOKING SECTION.

NOTE: FOR USE WITHOUT A PAN, LET STOVE HEAT TO REMOVE FILM ON TOP SURFACE. WIPE WITH CLOTH, THEN IT IS READY FOR USE.

ACTIVITY

PACK STOVE



P R O C E D U R A L   N O T E S

M A T E R I A L S:

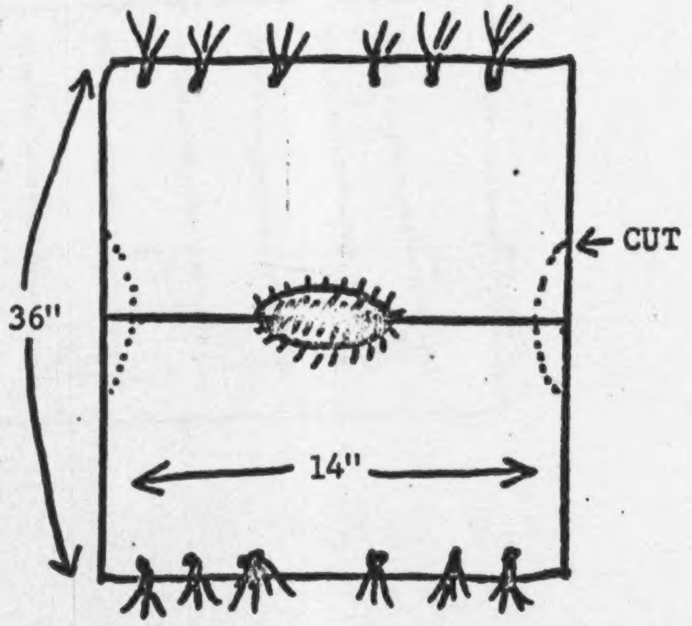
1. CLOTH
2. SCISSORS
3. NEEDLES AND THREAD
4. YARN
5. CLOTH SCRAPS
6. CRAYONS
7. FELT PENS

CUT CLOTH 14" X 36" FOR BOYS' "PONCHO". CUT 12" X 36" FOR GIRLS' "PONCHO". FOLD CLOTH IN HALF AND CUT OUT OPENING FOR NECK-OPENING (WILL VARY ACCORDING TO HEAD SIZE). REINFORCE NECK OPENING BY SEWING COMPLETELY AROUND THE EDGES. MAKE HOLES NEAR EDGES FOR FRINGES. FRINGE IS MADE BY INSERTING THIN STRIPS OF CLOTH OR YARN AND TIEING IN A KNOT; (EACH STRIP ACTING AS TWO FRINGES). DECORATIVE DESIGNS ARE LEFT UP TO INDIVIDUAL'S TASTE.

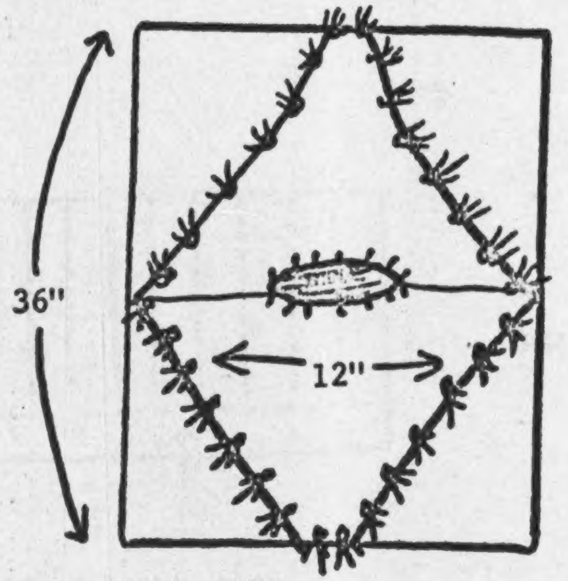
A C T I V I T Y

"PONCHO", BOY OR GIRL

A. BOY:



B. GIRL



PROCEDURAL NOTES

MATERIALS: 1. COLORED CONSTRUCTION PAPER

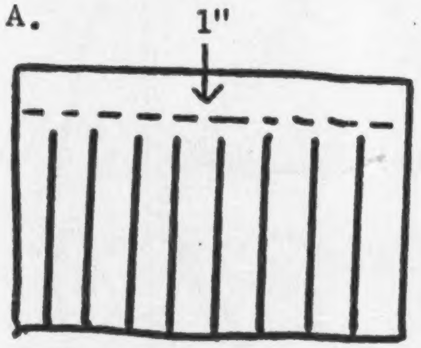
CONSTRUCT PAPER LOOM BY FOLDING CONSTRUCTION PAPER IN HALF AND CUTTING FROM FOLDED RIDGE TO EDGE. ALLOW ABOUT AN INCH FOR A MARGIN. AFTER CUTTING OPEN PAPER TO FULL LENGTH (SEE A). STRIPS FOR WEAVING ARE CREATED BY STUDENTS. THESE STRIPS SHOULD BE ABOUT AN INCH WIDE AND AS LONG AS PAPER USED FOR LOOM. WEAVE IN, OVER, UNDER PATTERN, ALTERNATING THE PROCESS WITH EACH STRIP.

NOTE: SEE HOW TO MAKE A LOOM.

ACTIVITY

POP ART WEAVING

A.



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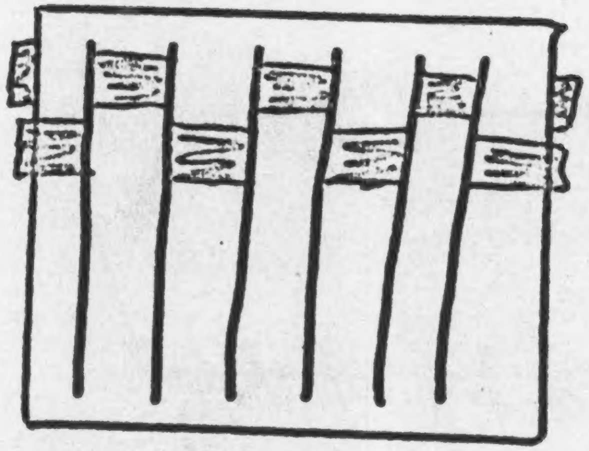


PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. COTTON BALLS 2. LIDS 3. TEMPRA (RED, YELLOW, BLUE) 4. GAUZE 5. CONSTRUCTION PAPER COVER COTTON BALL WITH PIECES OF GAUZE. TIE FOUR CORNERS ONTO PENCIL. MAKE A POUNCE FOR EACH COLOR. DIP INTO PAINT AND DAUB COLOR ONTO PAPER. MAKE PATTERNS, PICTURES OR DESIGNS.	POUNCE PAINTING

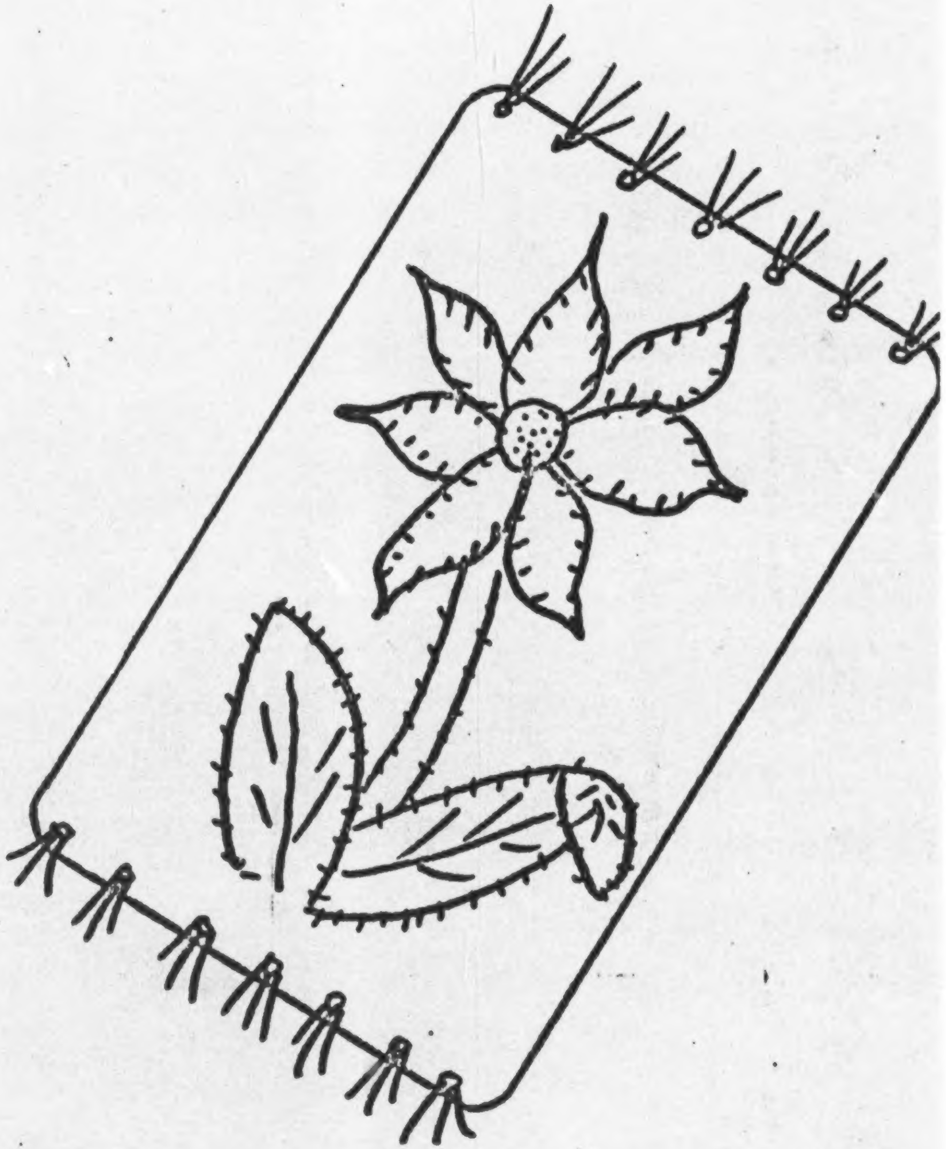
PROCEDURAL NOTES

MATERIALS:
1. MUSLIN
2. COLORED THREAD
3. NEEDLES
4. SCISSORS
5. YARN
6. CRAYONS

CUT MUSLIN MATERIAL TO 10" X 36". DRAW DESIRED FLORAL DESIGN AND COLOR WITH CRAYONS OR SEW OUTLINE OF PATTERN WITH COLORED THREAD. COMPLETE BY FRINGING WITH COLORED YARN.

ACTIVITY

"REBOZO"



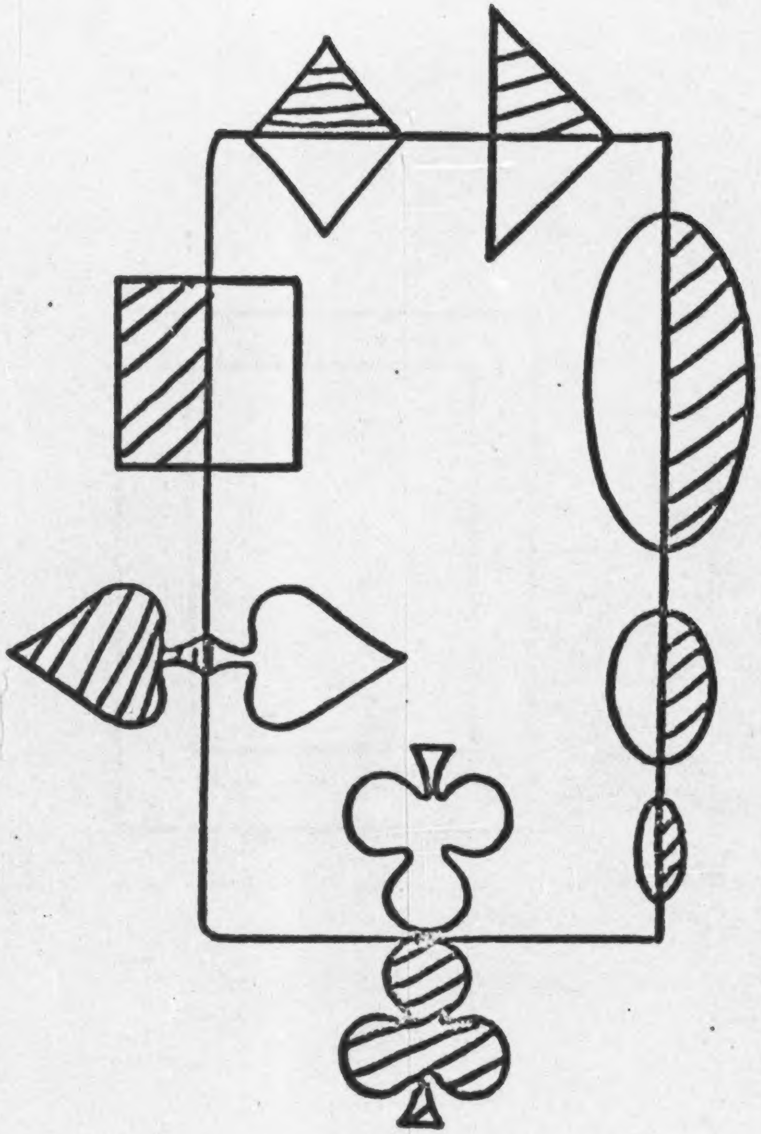
PROCEDURAL NOTES

MATERIALS:
1. SCISSORS
2. MAGAZINES
3. GLUE OR PASTE
4. CONSTRUCTION PAPER

SCAN MAGAZINE OR CREATE OWN DESIGNS ON MANILA PAPER. CUT MAGAZINE ILLUSTRATIONS OR CREATED DESIGNS INTO SOLID RECTANGULAR SHAPE. CUT SHAPES FROM ALONG THE INSIDE OF THE BORDERS. TAKE THE CUT RECTANGLE AND THE CUT PIECES AND RECONSTRUCT ON CONSTRUCTION PAPER, PASTING THE CUT PIECES OUTSIDE THE BORDERS TO APPEAR AS IF THEY HAD BEEN FOLDED BACK FROM THE ORIGINAL POSITION.

ACTIVITY

RECTANGULAR ABSTRACTION



PROCEDURAL NOTES

MATERIALS:

1. SCISSORS
2. CLEAR PLASTIC SHEETS
3. COTTON
4. NEWSPAPER
5. RULER
6. GLUE
7. PENCIL
8. MOTH FLAKES
9. STRAIGHT PINS
10. LADIES HOSIERY BOX

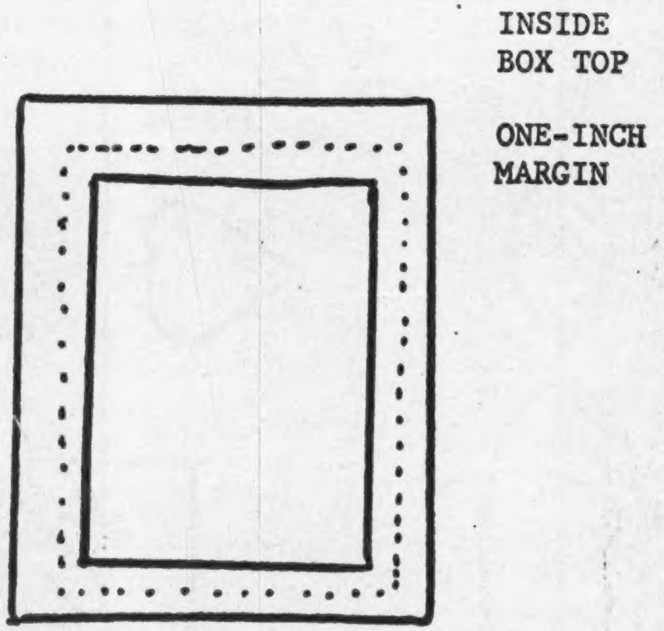
TAKE BOX TOP AND MEASURE ONE INCH MARGIN AROUND FACE. CUT AROUND MARGIN, CREATING RECTANGULAR OPENING ON FACE. ATTACH PLASTIC BY GLUEING TO UNDERSIDE OF MARGIN. STUFF NEWSPAPER INTO BOX UNTIL LAYERS TOUCH THE PLASTIC. ADD MOTH CRYSTALS, THEN PLACE COTTON OVER MOTH CRYSTALS. ARRANGE INSECTS ON MOUNT FOR DISPLAY AND SECURE MOUNT BY TAPING OR PINNING TOP CLOSED.

NOTE: SEE DIAGRAM A.

ACTIVITY

RIKER INSECT MOUNTS

A.



PROCEDURAL NOTES

MATERIALS:
1. LIQUID STARCH
2. BABY FOOD JARS
3. SCREEN
4. HAMMER
5. WATER
6. CARDBOARD
7. TIN CANS (COFFEE)

SEARCH FOR SOFT COLORED ROCKS. CHECK ROCKS' SOFTNESS BY SCRATCHING ROCK ON CARDBOARD. IF IT LEAVES A COLORED MARK, KEEP IT. HAMMER ROCKS INTO SMALL PIECES AND GRIND THESE INTO POWDER. SIFT AND PLACE IN BABY FOOD JARS. ADD STARCH AND WATER. USE PAINTS FOR PREPLANNED ART PROJECT.

ACTIVITY

ROCK PAINT

PROCEDURAL NOTES

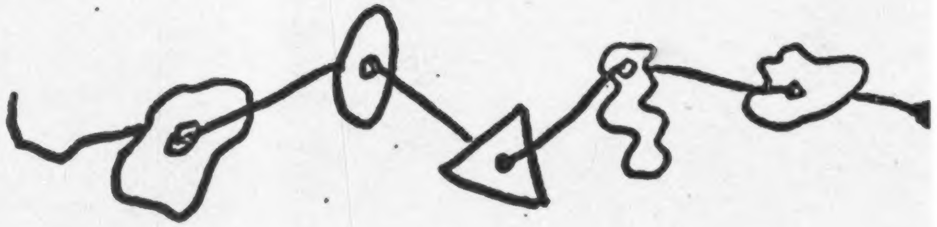
MATERIALS:
1. FLOUR
2. SALT
3. FOOD COLORING
4. STRING, TWINE, OR YARN
5. WIRE
6. CONTAINERS

MIX EQUAL PARTS OF FLOUR AND SALT. ADD WATER TO MAKE STIFF DOUGH. ADD FOOD COLORING. ROLL DOUGH INTO DESIRED SHAPES. TAKE WIRE AND PUSH THROUGH DOUGH MAKING HOLES FOR STRINGING. USE THREAD OR STRING TO COMPLETE NECKLACE.

ACTIVITY

SALT AND FLOUR NECKLACES

EXAMPLES:



PROCEDURAL NOTES

MATERIALS:
1. HEAVY PAPER, BOGUS PAPER, CONSTRUCTION PAPER CARDBOARD, WALLPAPER
2. STENCILS
3. BRUSH
4. SPONGE
5. TONGUE DEPRESSORS, POPSICLE STICKS

MEDIA: MIX THE FOLLOWING INGREDIENTS TOGETHER: ½ CUP LIQUID STARCH, ¼ CUP WATER, 2 CUPS TABLE SALT. DIVIDE AND ADD TEMPERA FOR COLOR.

KOSHER SALT, ICE CREAM SALT, CAKE COLORING, ALCOHOL, SILICATE OF SODA, EASTEREGG DYE, PASTE.

PREPARATION: MIX THE SALT-PAINT RECIPE FRESH FOR EACH PROJECT, AS THE SALT DISSOLVES IN WATER AND STARCH AFTER IT STANDS. MUFFIN TINS OR SMALL CONTAINERS SHOULD BE USED TO ACCOMMODATE SEVERAL COLORS. THIS MEDIUM CAN BE USED ON ANY HEAVY PAPER OR CARDBOARD.

PROCEDURE: THE CHILD APPLIES THE TABLE SALT MIXTURE WITH A BRUSH. THE PICTURE SHOULD DRY FOR APPROXIMATELY TWO HOURS TO GIVE A CRYSTAL-LIKE APPEARANCE.

VARIATIONS: THIS IS A MEDIUM THAT KINDLES UNLIMITED POTENTIALITIES FOR NEW IDEAS AND HOLIDAY MOTIFS. SEVERAL COLORS BLENDED TOGETHER WILL PRODUCE AN INTERESTING COLOR DESIGN.

BUILT-UP EFFECTS CAN BE OBTAINED BY REPEATED APPLICATIONS ON STENCILS.

SELECT ANY LEAF CLUSTER WITH A STEM FOR MAKING A FLOWER DESIGN. HAVE THE CHILD HOLD THE STEM AND DIP OR PAINT THE LEAVES WITH THE SALT MEDIUM, THEN PRESS FLAT ON THE PAPER. THE FLOWER CAN BE BUILT-UP BY PAINTING THE DESIGN SEVERAL TIMES. WHEN THE FLOWER IS DRY, THE CHILD CAN ADD A CENTER AND LEAVES. THE DESIGN WILL RESEMBLE A POINSETTA OR SIMILAR FLOWER.

A PICTURE THE CHILD HAS MADE WITH ANY MEDIUM IS ENHANCED BY A SALT-PAINTED BORDER.

ACTIVITY

SALT PAINTING

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. PLASTER OF PARIS 2. SAND 3. BOXES 4. ODDS AND ENDS (SHELLS, BOTTLES, LIDS, PENCILS, ETC.) 5. PLASTIC BUCKETS MOISTEN SAND SO IT WILL HOLD ITS SHAPE. SCOOP OUT SAND IN CONCAVE DEPRESSION. IMPRINT PATTERN AND POUR PLASTER OF PARIS SLOWLY AND EVENLY. LEAVE OVERNIGHT AND WASH OFF NEXT DAY. REMOVE CAST AND PAINT WITH TEMPRA.	SAND CASTING

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. CARDBOARD 2. GLUE 3. SEEDS (RICE, BEANS, CORN) 4. OTHER (SAND, GLASS, EGG SHELLS, COFFEE GROUNDS, GRASS, ETC.) CUT OUT 8" X 10" CARDBOARD FRAMES. TAKE CLASS TO SOME LOCALE. HAVE THEM OBSERVE AND SKETCH WHAT THEY SEE OF INTEREST TO THEM. FOLLOW UP BY HAVING CLASS REDRAW SIMPLE SCETCHES ON CARDBOARD FRAME. HAVE DIFFERENT COLORED RICE, BEANS, ETC., IN BOXES OR CANS. LET CLASS GLUE SEEDS, ETC., ON SKETCHES AND MAKE MOSAIC. NOTE: POSSIBLE WALKING FIELD TRIP OR OTHER.	SEED MOSAIC

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. BROWN WRAPPING PAPER 2. CRAYONS OR PAINT 3. SCISSORS HAVE THE CHILD LIE DOWN ON A LARGE PIECE OF BROWN PAPER AND LET THEM GET IN THE POSITION THAT THEY WANT FOR THEIR SELF-DOLL. ANOTHER CHILD OR THE TEACHER DRAWS THE OUTLINE AROUND THE CHILD. THE SELF-DOLL IS THEN CUT OUT. LET THE CHILD DO WHAT HE WOULD LIKE TO FINISH IT. HE COULD DRAW THE FEATURES ON WITH CRAYON OR PAINT. ALSO HE MIGHT ENJOY CUTTING OUT DIFFERENT PIECES OF PRETTY MATERIAL FOR CLOTHES. YARN OR STRING MIGHT BE FUN TO USE FOR HAIR.	SELF PAPER DOLL

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. RUBBER CEMENT 2. PEBBLES AND STONES 3. PAPER SACK 4. STICK, TWIGS, GRASSES, ETC. GO OUT AND COLLECT NEEDED ITEMS SUCH AS ROCKS, STICKS, AND SO ON. SORT AND CATEGORIZE ACCORDING TO SIZE, COLOR, MATERIALS, AND SO ON. INSTRUCTIONS SHOULD BE GENERAL; WHAT CAN YOU MAKE WITH THESE? LET CHILDREN INTERACT WITH EACH OTHER FOR IDEAS.	STICK AND STONE ART

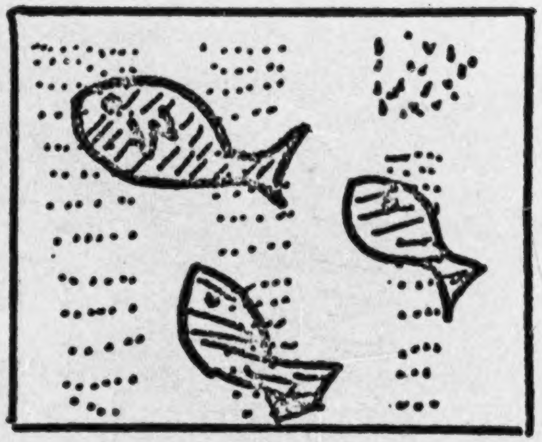
PROCEDURAL NOTES

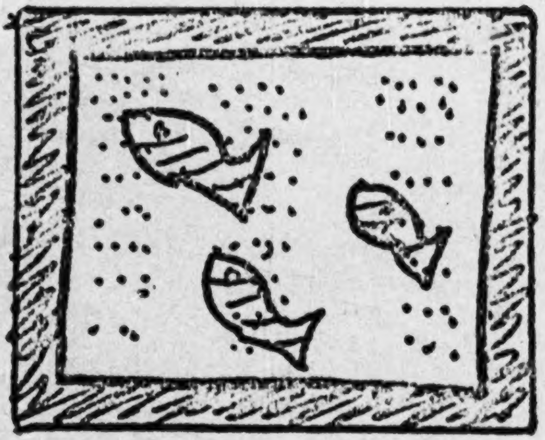
MATERIALS:
1. BLACK WATER COLOR OR INK
2. BRUSHES
3. CLASSIFIED SECTION OF NEWSPAPER
4. CONSTRUCTION PAPER

PAINT OBJECTS FROM NATURE SUCH AS SPIDERS, FLOWERS, ETC., ON TO SURFACE OF CLASSIFIED ADS USING ONLY BLACK COLOR. AFTER ORIGINAL DESIGN IS DRIED, MORE COLORS CAN BE ADDED TO THE DESIGN. CUT OUT FRAMES FROM CONSTRUCTION PAPER AND MOUNT PAINTINGS.

ACTIVITY

SUMI BRUSH PAINTING





PROCEDURAL NOTES

MATERIALS:

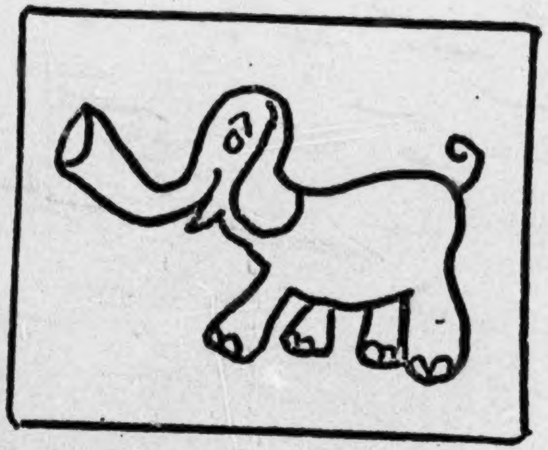
1. BLACK FELT PEN
2. BUTCHER PAPER
3. WHITE CHALK
4. BRUSHES
5. GLUE OR PASTE

EACH STUDENT DRAWS SOMETHING USING WHITE CHALK ON BUTCHER PAPER. INSTRUCTOR OUTLINES PICTURE'S DESIGN, ETC., WITH BLACK FELT PEN, THEN AROUND EACH DESIGN, THE INSTRUCTOR CREATES SOME GEOMETRIC FORMS SUCH AS SQUARES, TRIANGLES OR OVALS. THESE GEOMETRIC FORMS ARE THEN CUT OUT. THESE FORMS ARE THEN RECUT AND DISTRIBUTED AMONG THE STUDENTS. EACH STUDENT COLORS HIS SECTION TO HIS LIKING. AFTER COLORING IS COMPLETED, THE PIECES ARE REASSEMBLED ON SECOND SHEETS OF BUTCHER PAPER AND GLUED.

ACTIVITY

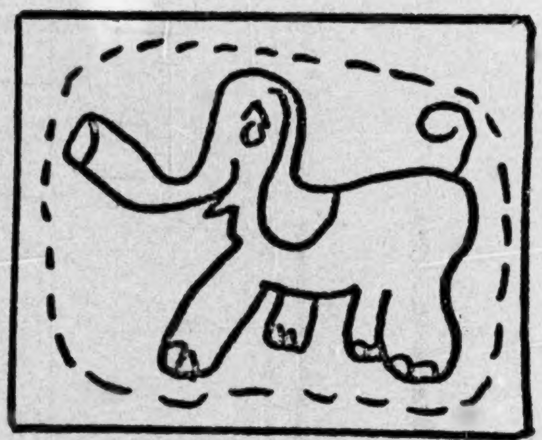
SURPRISE MURAL

1.



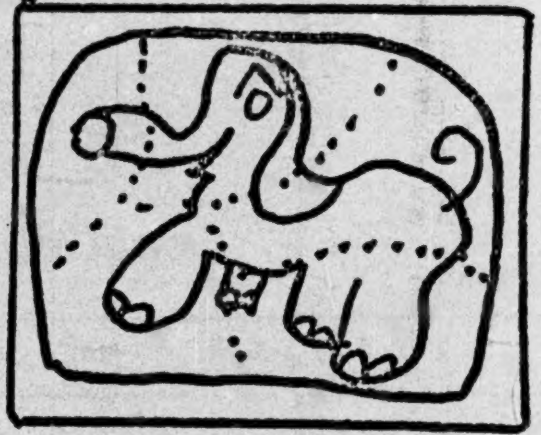
CHALK

2.



FELT OUTLINE

3.



PROCEDURAL NOTES	ACTIVITY
ATERIALS: 1. BUTCHER PAPER 2. MANILA PAPER 3. CRAYONS 4. FELT PENS 5. PASTE OR GLUE CHILDREN DRAW, COLOR AND CUT PICTURES AND PASTE THEM ON BUTCHER PAPER. CHILD TELLS TEACHER ABOUT PICTURE. TEACHER WRITES SAYINGS NEXT TO PICTURE.	TALKING MURAL

PROCEDURAL NOTES

MATERIALS:
1. WHITE CONSTRUCTION PAPER (OTHER ALSO)
2. FLAT OR PRIMARY CRAYONS
3. GLUE
4. SCISSORS

STEP #1: TAKE GROUP OUTDOORS AND HAVE THEM FEEL DIFFERENT OBJECTS: TREES, CEMENT, BLACK TOP, IRON GRATING, ETC. PLACE CONSTRUCTION PAPER ON VARIOUS SURFACES AND RUB WITH FLAT EDGE OF CRAYON. MOVE PAPER IN ALL DIRECTIONS TO ACHIEVE DIFFERENT PATTERNS FROM THE TEXTURES USED.

STEP #2: MAKE FRAMES FOR MOUNTING. FOLD 11" X 18" CONSTRUCTION PAPER IN HALF. CUT OUT SQUARE AND PASTE REMAINING PIECE OVER TEXTURED PATTERNS.

VARIATION: BLINDFOLD CHILDREN AS THEY FEEL THE OBJECTS.

ACTIVITY

TEXTURE IMPRESSIONS

PROCEDURAL NOTES	ACTIVITY
ATERIALS: 1. PAINT THINNER 2. TOOTH BRUSH 3. MAGAZINES 4. NEWSPAPER (FOR PADDING) 5. CONSTRUCTION PAPER, CLOTH, OR WOOD SCAN MAGAZINES AND SELECT PHOTOGRAPHS FOR PROJECT. PLACE PHOTOGRAPH FACE DOWN ON PAPER, ETC. SCRUB PHOTOGRAPH BACK WITH TOOTHBRUSH DIPPED IN PAINT THINNER. THIS WILL TRANSFER IMAGE ON SURFACE OF MEDIA BEING USED. PLACE PHOTOGRAPHS ALL OVER SURFACE REPEATING PROCESS FOR MURAL EFFECT.	TRANSFER MURAL

PROCEDURAL NOTES	ACTIVITY
MATERIALS: 1. 2" X 2" LUMBER (5' LENGTH PRE-CUT) 2. NAILS 3. HAMMER 4. 2" X 4" (3" TO 4", PRE-CUT) MATCH FOOT RESTS ON 2" X 2" PIECES. MARK DESIRED POSITION OF FOOT RESTS ON 2" X 2". LINE UP AND HAMMER FOOT RESTS TO STILT PART.	WALKING STILTS

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